

Our thanks to the ECT and Special School for allowing us to use this Final Assessment.

TS1 - Set high expectations which inspire, motivate and challenge pupils

Kelly has had a very successful second year of ECT induction, and it has been evident in the way she has built a climate of mutual respect, high expectations and appropriate challenge for students in all of the classes she teaches. Kelly consistently reinforces expectations of students behaviour and models it both through discreet teaching of behaviour skills and in her general practice and ethos within class. The students clearly understand how to behave well in class and have a strong respect for Kelly and the other staff in the room.

Kelly has created an environment which allows students to feel safe and supported, and as a result of this she has been able to set goals for the students which are challenging and stretch what even the students with the highest barriers to learning can achieve. She has consistently high expectations of the standard of learning she expects from the students and encourages them to have a go and be independent. Students misconceptions are challenged and on learning walks it is clear that students understand that they can be challenged and achieve highly.

Kelly has worked hard this year to improve the inclusiveness of her classroom by introducing symbol supported resources which are of high quality and have been highlighted by the Speech and Language Therapist, SLT and the CEO of the MAT as excellent practice. This practice has been shared as best practice around the department. The impact of this is that students of all abilities and dispositions are able to access their learning independently.

Kelly has built excellent relationships with her students. She very skilfully manages when to use humour and when to be more serious with students. She is aware of the needs of her students and uses de-escalation techniques effectively with all of the students she teaches in. When being observed Kelly showed she has built a relationship with her students which allows her to use role play and discussion to approach complex and socially difficult situations and concepts. She routinely models positive behaviour to her students, as well as role playing undesirable behaviour. As a result, the students know exactly what values and attitudes are expected of her.

Throughout a range of observations, it has been clear to see that the students are in stimulating environment which allows them all to be inspired to meet challenges, regardless of their starting points or barriers to learning.

TS2 - Promote good progress and outcomes by pupils

Kelly has shown real strength this year in promoting good progress and outcomes with the classes she teaches. Kelly consistently shows great accountability for pupils attainment, progress and outcomes. Her assessments have been consistently high-quality during work scrutiny. It has been clear from her evidence where the students started, what they have achieved, how they are learning and making progress and the outcomes they have achieved. She has made good assessments of learning which have fed into her classes attainment data and shows excellent progress across all of her classes. She has been able to support other staff in understanding assessment progresses and has shown an ability to make accurate and insightful judgements of the students learning far beyond her experience.

Kelly has excellent judgement on pupils' capabilities and their prior knowledge and can make clear plans to build on these to drive progress. When baselining her class, she was able to make recommendations on students levels and whether they were in the most suitable class, which have shown to be incredibly accurate as the year has progressed. Kelly is able to find gaps in students understanding and make clear plans to fill these. This year, Kelly has been involved in designing baselines which are of exceptionally high quality and allow all staff to understand what their pupils' capabilities are.

When observing Kelly's class, it is extremely apparent that the students understand their own progress. She has used a display which allows students to visually see their progress, and they are able to articulate this clearly when being observed. The students confidence in talking about their progress has grown throughout the year as a result of Kelly's guidance, so that they have been able to comment on their own learning to a range of people including SLT, Executive Management, and visitors.

Kelly understands how different students learn and is able to adapt her teaching to make sure all students make good progress. One student with Social and Emotional difficulties and communication difficulties is able to use a mixture of written, gestural and verbal communication to achieve in the same way as her peers. She also changes her approach for different classes - understanding the diverse range of needs the students have and is able to adapt her teaching to ensure that all students learn.

Kelly has created an environment where students are responsible for their own learning. In an observation students had clearly built into their own routines to go and find their own support items which have been built into a folder for each student. This was done in a way that meant students had led their own learning and were on task within a few minutes and with no disruption to the lesson.

TS3 - Demonstrate good subject and curriculum knowledge

Kelly has excellent subject knowledge and continuously seeks to develop this further. This has been seen frequently throughout a programme of observations and learning walks and has developed further throughout the year to include building her knowledge of extremely specialist knowledge. Kelly has proactively sought out other professionals to develop her understanding of areas of teaching, including developing her communication strategies, use of symbols and Makaton. She shows a positive attitude to continuous improvement and holds herself to very high standards.

Kelly has particularly developed a specialism in Maths teaching this year and has shown excellent curriculum knowledge to create curriculum resources, and tasks which allow students to meet criteria in a way that is both comprehensive and exciting. As a result her curriculum development and knowledge will be used across the college in the next academic year. She has also created baseline documents for Maths which are of exceptional quality and show a nuanced understanding of the curriculum and subject knowledge to allow students to show their understanding. She has sought out advice of people to ensure that she develops her knowledge further still.

During observations it has been clear that Kelly not only understands the subject knowledge that she teaches but understands it to a level where she can skilfully break it into manageable lessons for the students so that they are able to build their own understanding, able to identify and address misconceptions and develop strong engagement in the full range of the curriculum she teaches. During an observation students showed a clear understanding of workplace problems, and were able to explain how they could solve these problems themselves. During another lesson, students were able to apply the maths skills they had developed to measure people, to work out appropriate notes and coins to use to pay, and to accurately tell the time.

Kelly has taken part in moderation of curriculum documents and is clear on where she can advise on potential subject knowledge issues and make suggestions.

TS4 - Plan and teach well-structured lessons

The pace of Kelly's lessons has been a real strength this year. She uses lesson time effectively to build engagement, keep students on task and allow them to achieve each lesson.

During an observed lesson Kelly students were given information and then within minutes had students moving to collect their resources. The students then moved on to role play and discussion activities, talking about different scenarios. Kelly showed great judgement on when to move through each part of this lesson, and as a result each student was thoroughly engaged throughout. Students in her class show high levels of enthusiasm for what they have learnt. Across the year when SLT have visited the

classroom they are excited to tell people what they have been doing and what they have learnt. Kelly has created real life experiences in class which have allowed the students to build intellectual curiosity and excitement. One of these was a customer service lesson where Kelly created a shop in the classroom, and created role play scenarios using a range of staff. The students were both extremely excited to take part in this lesson but were clearly learning in a memorable experience. Likewise, when looking at travel Kelly has created Train and Bus scenarios, including creating tickets for the students so that they can develop their experience before applying in the real world.

Kelly has planned out of class activities for her students, including the use of public transport which have extended the knowledge the students have acquired within the lessons. Students have been given the opportunity to experience this in real time and with minimal support as a result of the knowledge they have gained. Students have also had the opportunity to visit a restaurant and practiced the social skills needed in this situation. Kelly constantly revisits previous learning during these experiences to make sure the students she teaches develop the skills they need for later life.

Kelly reflects on the effectiveness of her lessons and ways she has taught different subjects. She does this lesson by lesson on her scheme of work and the reflections she writes are high quality and focussed entirely on the impact the lesson has had on each individual student educationally. Further to this, during ECT meetings and other professional discussions, Kelly is very clear on her strengths in teaching and things that have not gone as well. A key example of this is the improvement she has made to her Maths resources, systematically finding things that didn't work as well and redesigning them to improve them even further.

Kelly has written engaging curriculum resources for the entire department in Maths, as well as writing Preparation for Work units which are again of high quality and provide an exciting basis for the students to learn from. Kelly has actively developed large parts of curriculum provision, and the level of work she has completed is something she should be highly proud of.

TS5 - Adapt teaching to respond to the strengths and needs of all pupils

Kelly has taught in 4 different classes across the year and has a very strong understanding of how to adapt her teaching to respond to strengths of all pupils.

Kelly has developed this area of her teaching greatly this year. She has set the standard for providing resources which allow students to overcome any factors which inhibit students ability to learn. This has included the introduction of extremely well-made symbolised resources which Kelly has created for use in all her lessons. She has also symbol adapted PowerPoints and more recently areas of the college to ensure that all students, regardless of reading ability or communication need are able to be included in activities in a way that allows them real equity. This practice was highlighted by Speech

and Language Therapists and SLT. One of the MAT values is inclusivity, and every lesson that has been observed or informally seen has been a true reflection of this value. The students in her class are all treated with compassion and a well-designed approach which allows them to overcome sometimes complex difficulties.

Kelly has shown a real understanding of the physical, social and intellectual development of her students. She has worked with students with vast and varying needs. She has supported a student with physical disabilities to use a range of equipment to allow her to continue her physical development. She has supported a student with complex emotional needs to have everything she needs to take part in activities, and to improve her ability to self-regulate. As a result, the student has developed a confidence and happiness to take part in activities not seen before.

Kelly has a clear understanding of the range of needs our students have. This year she has taken part in training about ASC, which she was very enthusiastic about and was able to share detailed notes but also continue to refine her approach in response to it. Kelly is able to adapt her approach to a range of Special Educational needs.

Kelly has effectively differentiated and scaffolded lessons to allow students to progress. This has been evident in lessons she has been observed in, and resources she has created which have a brief summary of key needs of students and ways to work with them have been highlighted as exceptional practice. These allow the students in her lesson to have individualised support to allow them to succeed. When designing resources for the Maths curriculum she has been able to differentiate across 4 different ability levels to ensure all students have access to the same experiences but in a way that meets their educational needs and outcomes.

TS6 - Make accurate and productive use of assessment

Kelly has consistently shown excellent assessment. The amount of assessment Kelly has produced and continues to produce is exceptional both in quality and quantity. Her evidence for learning is exemplary. All students have clear learning journeys which show their full progress and support the assessments she makes of where they have achieved. She is consistent in making timely and accurate assessment judgements and is able to articulate how she's made those judgements. When moderated, her assessments are always accurate.

Kelly uses formative assessment well, ensuring that the evidence she produces is uploaded regularly and is detailed and informs future learning. During Evidence scrutiny, the quality of her work has been consistent throughout the year, and the quantity she has produced at such a high quality is something which deserves high praise. Kelly has also completed summative assessments of all of her students and these show accurate reflections of their abilities. Kelly has been able to talk through

that progress with leaders, students and parents. Students in her class make excellent progress.

Kelly uses our systems to monitor the progress of her students, design interventions when students are not on track and adapt her lessons based on what students had previously achieved. During scrutiny of planning, it was clear that Kelly uses her assessments to continuously adapt lessons to make sure that the students are able to continue to make strong progress. Kelly has shown a clear understanding of how data is used within our systems.

Kelly's assessment work has been used as an example at regional moderations and has received praise from staff at other establishments and was seen as high-quality assessment.

Kelly gives regular feedback to students about how they are learning through group and individual tutorials, and continuously in lessons. Students understand the feedback and are able to understand what they have achieved.

TS7 - Manage behaviour effectively to ensure a good and safe learning environment

Kelly has high expectations of behaviour in her class, while taking into account the needs of her students. Her class has had strong and supportive routines built in across the year, and as a result the students behaviour is positive. When students behaviour falls below either her classroom or the wider college expectations, Kelly takes a lead in supporting the students to understand how they have fallen short of expectations and what they can do to improve the behaviour in the future.

Her lessons are built on clear expectations, providing praise for students who are meeting these expectations and providing clear guidance to students who don't. Students have respect for her as the leader of the room and are keen to show positive behaviour. She also shows great flexibility in meeting the challenges of some of the students, so even students who previously frequently showed negative behaviours or lack of engagement are able to show extremely positive behaviour now. The routines and expectations are embedded so clearly that she is able to quickly and effectively manage the beginnings of behaviour by reminding what she expects, and students respond well and clearly want to meet those standards.

Her room is well structured to support behaviour, and she provides everything the students need to remain regulated and show positive behaviour. There is communication support, visual timetables, PowerPoints and talks to explain the day so that students feel safe and informed and able to navigate the day.

When behaviour incidents have occurred, Kelly has dealt with them maturely, fairly and proactively. She has worked with behaviour leads, safeguarding teams and parents in a range of extremely complex behaviour incidents and has shown a professionalism that

is commendable. Following more serious behaviour incidents, she is able to continue to treat students fairly and quickly work to get them back to a positive outlook.

During observations, the CEO made the comment that he would happily have his own son in that class, and that the students are supported, and the classroom is built on mutual respect. Learning walks have shown the level of support she has put in place to ensure behaviour can remain positive.

TS8 - Fulfil wider professional responsibilities

Kelly contributes to the wider college in a range of ways. Kelly has made the effort to get to know students across the college, regardless of whether she teaches them. From the most complex students to the students with the highest ability, Kelly has treated them with respect, kindness and dignity. Kelly gave up her own time to support students in an after college social event, allowing students an opportunity that would often not be afforded to many of them. She offered to support on a student residential and has indicated she would be willing to do that in the future. Kelly consistently wants the best for the students and shows that she cares.

Kelly has this year supported a colleague new to college throughout his first term, explaining curriculum and assessment systems to him while continuing to complete her own professional duties. She has shared classes with colleagues and sought to effectively meet and discuss plans to allow the students to have high quality teaching. Kelly seeks advice from a range of professionals, including Speech and Language Therapist, Occupational Therapist and experienced teachers. She self-directed to observe another teacher in a PMLD lesson, and despite this being a very different style of teaching she was able to adapt ideas from their into her own learning. Through working with a range of people she has developed the Maths curriculum so that the resources going forwards are exciting and of high quality.

Kelly has worked with a range of support staff and is extremely clear on what she expects from them and has developed an effective team that display great teamwork and mutual respect. Her Teaching Assistants have expressed that they are clear on what they must do at all times. Students are well supported as a result of how she deploys staff.

Kelly is proactive in seeking CPD, both formally and informally. She has frequently attended or asked for advice on Makaton and will be attending an SEN focussed convention as a way of developing her knowledge and practice. Kelly has attended a range of meetings with parents throughout the year. As well as progress evenings, Kelly has completed EHCP meetings, meetings about behaviour and has acted professionally and effectively in all of them. She has built trusting relationships with parents.

PART TWO: Personal and professional conduct

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by

Kelly has shown professional boundaries with her students throughout the year, appropriate to her position as a teacher. When students have acted in a way that could cross those boundaries Kelly is quick to correct it and report it. In observations it is clear the students across her classes have a mutual respect for her. Kelly has completed all safeguarding training, including prevent training and follows policy when she has any safeguarding concerns.

Kelly is able to bring in aspects of her own experience to her teaching in an appropriate and accessible way, without expressing her own personal beliefs in a way that could influence the students. She has encouraged students to be respectful and tolerant of people of all backgrounds, faiths, beliefs and identities. She has also allowed students to explore ideas around complex subjects. In sessions about the LGBTQIA+ community, Kelly facilitated a conversation and encouraged students to understand the need to be tolerant of people who may be different to themselves. Kelly has ensured that students who need support in terms of their own identity are supported and treated with respect.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality

Kelly is a great role model for students. She treats all students with respect and expects that to be reciprocal. She has excellent attendance and punctuality, and as a result students in her class have a consistent leader.

She follows the college ethos and values completely. As a MAT, we pride ourselves on Engagement, Inclusivity, Applying learning and Working Together. Kelly has shown that consistently, her lessons are incredibly engaging and provide an inclusive environment that allows all students to apply their learning. She works well in teams and allows her students opportunities to develop teamwork.

She is positive about what students can achieve and is driven to reach those goals. This allows the students to develop a positive image of themselves, and as a result her classroom feels like an exciting, happy and positive place to be during observations, and informal drop ins.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Kelly has a complete understanding of what is required of her as a professional. She consistently upholds her responsibilities and duties as a teacher. This includes understanding the need to attend EHCP's, Teacher Meetings, CPD and progress

evenings. She contributes to meetings and is more confident this year in dealing with parents consistently.

Kelly understands her responsibilities as a teacher, including planning and preparing carefully for lessons. She has got through an impressive amount of work this year, and her planning has been on the highest quality. She uses her PPA time effectively to ensure she is able to complete her directed time effectively.