**GUIDANCE**

**SUMMATIVE REPORT AND EARLY CAREER TEACHER ENTRY PROFILE**

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| **To be completed by the SCITT Team**  The SCITT Team will complete this section once the document has been submitted. Class Teacher Mentors (CTMs) and Trainee Teachers (TTs) will receive an updated copy back, shortly thereafter. | |
| **Teachers’ Standards met** |  |
| **Progress against the SCITT curriculum** |  |

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| To be completed by the Class Teacher Mentor | |
| AREAS OF THE SCITT CORE CURRICULUM WHERE THE TRAINEE TEACHER HAS DEMONSTRATED STRENGTHS:  CTMs will complete this section.  Please add details of the progress trainees have made over the year in each of the SCITTs five core curriculum areas. You may find it useful to refer to the target setting document, lesson observations, SCITT taught curriculum and the trainees’ evidence bundles. | |
| BEHAVIOUR MANAGEMENT  (high expectations and managing behaviour) |  |
| PEDAGOGY  (how pupils learn, classroom practice and adaptive teaching) |  |
| CURRICULUM |  |
| ASSESSMENT |  |
| PROFESSIONAL BEHAVIOURS |  |
| AREAS OF THE SCITT CORE CURRICULUM WHERE THE TRAINEE TEACHER WOULD BENEFIT FROM FURTHER DEVELOPMENTAS THEY BEGIN AS AN EARLY CAREER TEACHER:  CTMs will complete this section.  Please outline where the TT would benefit from further developments as they begin their first teaching post as an ECT. This will help to inform initial target and development areas in the TT’s new school. You may feel it appropriate to add something in each of the SCITT’s five core curriculum areas but it is not a requirement. | |
| BEHAVIOUR MANAGEMENT  (high expectations and managing behaviour) |  |
| PEDAGOGY  (how pupils learn, classroom practice and adaptive teaching) |  |
| CURRICULUM |  |
| ASSESSMENT |  |
| PROFESSIONAL BEHAVIOURS |  |

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| Professional Mentor comments |
| As a guide, you may want to include comments about the success of the school placement and overall comments about trainee progress over the year. For example, how well the trainee has established themselves as part of the school team, their professionalism, strengths you have observed from the year, how well they have reflected and developed and how they have followed school policies and procedures. |
| Class Teacher Mentor comments |
| As a guide, you may want to include comments about overall TT progress for the year and the school placement. You may also want to add comments about the TT’s attitude and approach to their learning over the year. For example, how involved and committed they have been, how their self-reflections and have supported improvements over the year, any particular strengths they have demonstrated and challenges they have overcome. You may also want to consider qualities and characteristics the TT has demonstrated over the year to support success in developing in the role of the teacher. |
| Trainee Teacher comments |
| As a guide, you may want to include comments about:   * elements of the SCITT’s five core curriculum areas that you have been making progress in over the year; what you have been particularly proud of, successful practices, impact on your developing practice and pupil learning and progress; * what you have enjoyed most about the programme and the differing elements that have supported you. For example, the work with your CTM and school team; * what taught curriculum learning has had particular impact on your own and pupil progress; * what you are looking forward to developing further in your first teaching post as an ECT. |

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| Professional Mentor: | Print Name: | Signature: | Date: |
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| Class Teacher Mentor: | **Print Name:** | **Signature:** | **Date:** |
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| TRAINEE TEACHER: | **Print Name:** | **Signature:** | **Date:** |
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