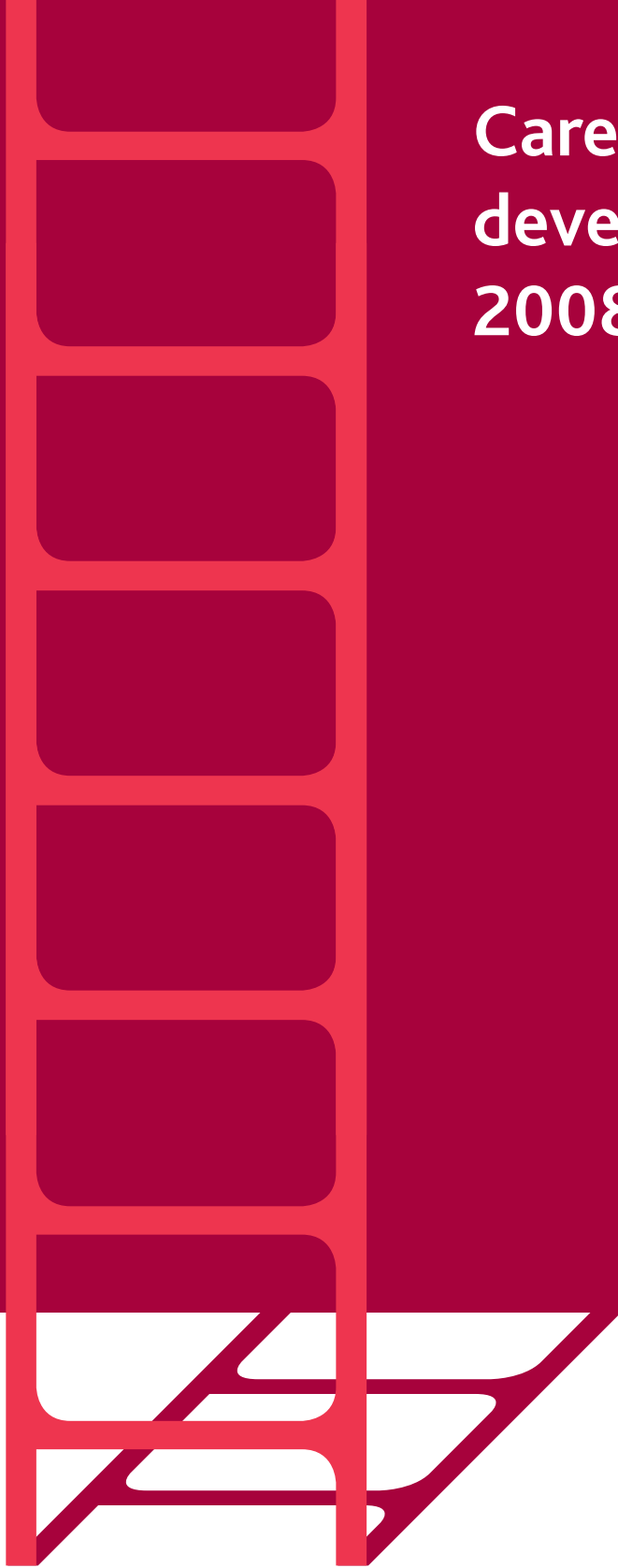


Career entry and development profile 2008/9



developing people, improving young lives

1 Transition point 1 – towards the end of initial training, supported by your tutors in ITT

Your tutor will introduce you to the profile as part of your initial teacher training, and towards the end of your training will work with you to reflect on your achievements, strengths and development needs so far. It is your responsibility to note your responses and retain the profile for future use once you are a newly qualified teacher, if you choose to use the paper copy profile rather than the electronic version.

Further guidance and resources for you to use at transition point 1 are available on the TDA website.

At transition point 1 you will:	Completed
reflect on the strengths in your practice so that you can build on them during induction	
work collaboratively with your tutors on the CEDP process	
take responsibility for engaging with the process and for noting responses	
make your own notes to record your reflections and discussions	
identify your key achievements	
think about your aspirations for your teaching in the future	
identify areas where you want to build up your expertise or where your development so far has been more limited	
together with your tutor, sign to confirm that transition point 1 discussions have taken place	

Confirmation of transition point 1

ITT providers are required to make sure that you receive the profile and have help to complete it. Both you and your ITT tutor must sign to confirm that the appropriate discussions have taken place at transition point 1. You will find a form you can use for this at the end of this section and on the TDA website.

Transition
point 1

1

This is not an exhaustive list of questions and you may want to add your own. You will find optional sample formats for responding to these questions on our website:
www.tda.gov.uk/cedp

Questions for transition point 1

1. At this stage, which aspect(s) of teaching do you find most interesting and rewarding?
 - What has led to your interest in these areas?
 - How would you like to develop these interests?
2. As you approach the award of QTS, what do you consider to be your main strengths and achievements as a teacher?
 - Why do you think this?
 - Give examples of your achievements in these areas.
3. In which aspects of teaching would you value further experience?
 - Are there aspects of teaching about which you feel less confident, or where you have had limited opportunities to gain experience?
 - Do you have areas of particular strength or interest that you would like to build on further?
 - Which of these areas do you particularly hope to develop during your induction period?
4. Do you have any thoughts about how you would like to see your career develop?
 - As you look ahead to your career in teaching, do you have longer-term professional aspirations and goals?

Check – how well have you:

- reflected on your broader experience and the relevant skills and expertise you have developed?
- thought about why you are motivated towards particular aspects of teaching?
- identified why you want to explore some areas of teaching further?

2 Transition point 2 – at the beginning of induction, supported by your induction tutor

It is your responsibility to retain the CEDP materials from transition point 1 and to share them with your induction tutor when you begin your induction period. Together, you will discuss your priorities for development in the context of your post as an NQT. You will then work with your induction tutor to set objectives and write an induction action plan. You will find sample formats for your action plan on website.

You will already be familiar with the process of setting objectives from your initial teacher training. You will know from experience that the most effective objectives are challenging but realistic. They will have a precise focus that you and the colleagues supporting you understand. You will then need to identify what support you need to help you meet your objectives, who will be responsible for what and when the activities will take place. It is important that you know the purpose of your programme and what it will involve, and that the people you are working with, and learning from, understand it too.

Further guidance and resources for you to use at transition point 2 are available on the TDA website.

At transition point 2 you will:	Completed
share with your induction tutor your experiences of ITT, your strengths, achievements, development priorities and ambitions, and any new needs arising from the context of your class(es) and school	
think about how these points relate to, build on or differ from your responses at transition point 1, and discuss your thinking with your induction tutor	
set professional development objectives and start to plan your individualised support programme with your induction tutor	
maintain a record of your induction action plan.	

With your induction tutor, you will review and revise your action plan at professional review meetings every six to eight weeks throughout your induction period. Further guidance on these meetings is available on the TDA website: www.tda.gov.uk/induction

This is not an exhaustive list of questions and you may want to add your own. You will find optional sample formats for responding to these questions on the TDA website: www.tda.gov.uk/induction

Questions for transition point 2

1. At this stage, what do you consider to be the most important professional development priorities for your induction period? Why are these issues the most important for you now? In thinking about this, consider:
 - your responses at transition point 1
 - the post in which you are starting your induction period
 - any feedback you already have from your induction tutor or other colleagues
 - your self-review against the standards.
2. How have your priorities changed since transition point 1? You may have new needs and areas for development related to:
 - the pupils you will be teaching, for example: their attainment levels; the proportion of pupils who are gifted and talented or who have special educational needs; the number of pupils who speak English as an additional language
 - the context of the school, for example, its phase, size, geographical area, organisation
 - the subject(s) and year group(s) you will be teaching (NQTs should not normally be required to teach subjects and/or age ranges outside their trained specialisms without additional support)
 - the courses and schemes of work you will be using
 - the resources to which you will have access in order to support pupils' learning

3

Transition point 3 – towards the end of your induction period, supported by your induction tutor

This stage of the process helps you to review your professional development over the entire induction period and to take stock of how much you have achieved. It will help you to focus on your continuing professional development needs for your second year of teaching, and prepare you for involvement in the school's performance management arrangements.

Further guidance and resources for you to use at transition point 3 are available on the TDA website: www.tda.gov.uk/induction

At transition point 3 you will:	Completed
reflect with your induction tutor on your successes and achievements during your induction period	
evaluate your induction support programme	
think about and discuss the challenges you have faced as an NQT and reflect on your own learning as a teacher	
make notes to record your reflections and discussions	
focus on your continuing professional development objectives for the second year of teaching, drawing on the processes of reflection and analysis developed during induction	
prepare for involvement in the school's performance management arrangements	
consider how you will maintain your continuing professional development and review records, for example in a portfolio or e-portfolio	

Transition point 3

3

This is not an exhaustive list of questions and you may want to add your own. You will find optional sample formats for responding to these questions on the TDA website:
www.tda.gov.uk/induction

Questions for transition point 3

1. Thinking back over your induction period, what do you feel have been your most significant achievements as an NQT?
 - What have been your key learning moments?
 - What prompted your learning on these occasions?
 - Which aspects of your induction support programme have you particularly valued, and why?
2. How have you built on the strengths you identified at the end of your initial teacher training?
 - What evidence is there of your progress in these areas?
3. When you look back over your induction action plans and your records of review meetings, which objectives do you feel have been achieved and why?
 - Are there any areas where you are less satisfied with your progress?
 - Why is this?
 - What further actions will you take in these areas?
 - What further preparation or support do you feel you will need?
4. Have any of the objectives, aspirations and goals that you outlined at transition points 1 and 2 not been addressed during your induction period?
 - How could you take these forward into the next stage of your career?
5. Thinking ahead to the class(es) you will teach and the responsibilities you will be taking on next year, what do you feel are the priorities for your professional development over the next two or three years?

The induction period

What is it?

The statutory induction period provides all newly qualified teachers (NQTs) with support in the first year of teaching after they are awarded qualified teacher status (QTS). It builds a firm foundation for professional and career development and has two main aspects:

- an individual programme of professional development and monitoring, and
- assessment against national induction standards.

The standards for NQT induction are available on the TDA website www.tda.gov.uk/standards

The induction period lasts for the equivalent of three school terms. Although your progress during induction will not affect your status as a qualified teacher, you must complete the induction period successfully to continue teaching in a maintained school or non-maintained special school in England.

What does it involve?

During your induction period:

- you will have an individual programme of planned professional development
- the career entry and development profile (CEDP) is designed to help you think about your professional development at key points towards the end of initial teacher training (ITT), during induction and beyond
- you will have an induction tutor, who should make sure you are provided with an appropriate induction programme
- you should be observed at least once every half term by your induction tutor and/or by others as appropriate. These observations should be followed by discussions at which you and your induction tutor review your professional progress
- you must have a reduction of 10 per cent of your teaching timetable in relation to the other mainscale teachers in the school (those who are not in teaching and learning responsibility (TLR) roles). This 10 per cent reduction is in addition to the guaranteed planning, preparation and assessment (PPA) time that all teachers receive

Before you start your induction programme, it is recommended that you:

Activity	Completed
Complete your CEDP up to transition point 1	
Check you have successfully completed all the QTS skills tests	
Check you have QTS	
Visit the school where you will undertake your induction	
Read any documentation you have been given and ask for more if you need it	
Contact your induction tutor, and give him or her a copy of the outcomes from transition point 1 of your CEDP	
Looking at the outcomes from transition point 1, think about your progress so far and consider what you would like to achieve in the future	
Use CEDP transition point 2 to start thinking about your first teaching post, your induction and your longer-term professional development	
Ensure that your school has registered you as an NQT with the appropriate body (in most cases this is the local authority)	

Towards the end of each term of your induction period you will attend a formal assessment meeting with your induction tutor and/or headteacher. After the first two formal assessment meetings, your headteacher will report on your progress to the local authority, and after the third meeting they will recommend to the authority whether you have met the induction standards. The local authority will in turn decide whether you have met all the requirements for satisfactory completion of the induction period and will write to you, your headteacher and the General Teaching Council for England (GTCE) to tell them this decision.

Where can I get more information?

The NQT induction pages of the TDA website (www.tda.gov.uk/induction) include a selection of popular questions, together with more detailed information about the statutory induction period. The DCSF Teachernet website also contains information on the induction period.

Career entry and development profile

The CEDP is designed to help you think about your professional development at key points towards the end of initial teacher training and during induction. This folder contains a summary of the process for completing the profile, explaining what it is, why it is important and how it will support your professional development.

Copies of all the CEDP documents and resources can be found on the TDA website, on which you can access further support materials, including:

- detailed guidance
- downloadable sample formats for responding to the profile
- answers to frequently asked questions, and
- general information on induction.

Using the CEDP

The profile is built around three transition points:

Transition point 1

towards the end of initial training, supported by your tutors in ITT

Transition point 2

at the beginning of induction, supported by your induction tutor

Transition point 3

towards the end of induction, supported by your induction tutor

For each transition point there is a set of questions designed to help you reflect on your progress and think about your future learning and development.

The CEDP is your profile and you have the main responsibility for working on it. However, teaching is a collaborative profession, and you will use the input from your tutors in ITT and your induction tutor to help focus your reflections and identify your development needs.

Transition
point 3

Transition
point 2

Transition
point 1

Choosing a format

The profile process should be tailored to meet your needs and can be maintained in a paper copy or electronic format. If you choose to maintain a paper copy, the folder provides a place and structure in which to keep a note of your reflections and records.

Reflection and professional discussion are important and these will be reflected in the notes you make. Because reflection is so individual, however, the profile is flexible and encourages you to decide how to make your notes. You are not expected to write lengthy responses unless you want to. You can write in paragraphs or bullet points, handwritten or word-processed, as you prefer. There are optional sample formats on our website at www.tda.gov.uk/cedp that you can use or adapt in response to the profile.

Using the folder

In addition to noting your responses at each of the three transition points, you should collect existing evidence or even produce new material about your reflections, achievements and plans.

The CEDP folder provides you with a structure in which you can 'build' a paper copy of your profile. For example, you could store:

- your responses at each transition point
- reports on your school experience during ITT
- examples of your planning
- records of objectives set during your ITT programme
- your own audits of your progress towards meeting the QTS standards
- ITT programme assignments
- your induction action plans
- records of how your release time has been used
- feedback on observations
- records of review meetings
- assessment reports
- your reflections on your progress, or
- any other evidence you would like to include.



Confirmation of transition point 1

Both your ITT provider and you should sign below to confirm that: you have jointly considered your experience from before, during and outside your formal training programme, identifying key points in relation to your teaching.

Signature of trainee teacher	Date
Name (in block capitals)	
Signature on behalf of ITT provider	Date
Name (in block capitals)	
Job Title	
<ul style="list-style-type: none">• ITT tutors are signing to confirm that the discussion has taken place at transition point 1 rather than verifying the notes made as a result.• ITT tutors who sign this confirmation are not at the same time confirming that QTS has been awarded.• The trainee teacher should retain their CEDP.• ITT providers should retain copies of the relevant pages for their own records.	

- the responsibilities you will be taking on (NQTs should not normally be asked to take on additional non-teaching responsibilities without additional support)
- your career plan.

3. How would you prioritise your needs across the induction period?

- What do you feel should be the short-, medium- or long-term priorities?
- What is your reasoning for prioritising in this way?

4. What preparation, support or development opportunities do you feel would help you move forward with these priorities?

Check – how well have you:

- considered background information about your new school and pupils?
- prepared for your discussions with your induction tutor, deciding how to share your CEDP and other supporting information?
- engaged in productive discussion and negotiation with your induction tutor?

6. What options are you currently considering for professional and career progression?

- Why are you interested in extending your expertise in this way?
- What could you do to move towards achieving these ambitions?

Check – how well have you:

- reflected on your professional development so far? How have your ITT and induction helped you to arrive at this point in your professional development?
- identified the evidence of your successes?
- taken a balanced view of your progress during induction?
- looked ahead and identified what you want to achieve next?
- researched the continuing professional development support systems available to you?

Online induction support from the TDA

www.tda.gov.uk/induction

Find out:

- about your entitlements during induction
- how your training provider, school and local authority can support you
- how the CEDP will help support your professional development
- how you will be assessed, and where to find resources to help you prepare
- answers to frequently asked questions.

Download:

- sample formats to help your professional development
- resources for your induction tutor.

Get help with:

- writing an action plan
- setting your objectives
- identifying your professional development needs
- getting the most from your professional development programme
- resolving any difficulties.

The TDA is committed to providing accessible information. To request this item in another language or format, contact **TDA corporate communications** at the address below or e-mail: corporatecomms@tda.gov.uk

Please tell us what you require and we will consider with you how to meet your needs.

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