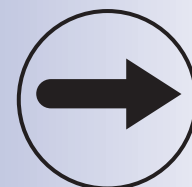


Career Entry Profile

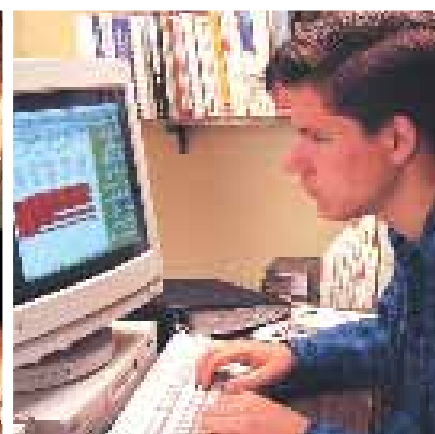
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Information
Document



Professional
Development for
Teachers



- Title of Document:** Career Entry Profile.
- Audience:** Initial Teacher Training Providers, Trainee Teachers, Newly Qualified Teachers, Headteachers, Induction Tutors.
- Overview:** This document supports the transition from Initial Teacher Training to Induction.
- Action required:** For all Initial Teacher Training Providers in Wales to provide each trainee teacher with a Career Entry Profile. For all newly qualified teachers to make their Career Entry Profile available to their school(s) when they start their Induction period.
- Further information:** All enquiries about the Career Entry Profile should be sent to:
- The Induction Team
Teaching and Leadership Division
Welsh Assembly Government
Cathays Park
Cardiff, CF10 3NQ
Tel: 029 2082 3205 / 029 2080 1389
Fax 029 2082 6109
E-mail: inductioninfo@wales.gsi.gov.uk
- Further copies:** Further copies of the Career Entry Profile are available from the contact details above.

Related Documents:

- Notes of Guidance for the Completion of the Career Entry Profile, The Welsh Assembly Government, April 2004, Guidance Circular 21/04.
- The Induction and Early Professional Development Handbook, The Welsh Assembly Government, September 2002, ISBN 0 7504 3181 4.
- Induction for Newly Qualified Teachers in Wales (revised April 2004), The Welsh Assembly Government, April 2004, Guidance Circular 19/04.
- Welsh Office Circular 13/98, Requirements for Courses of Initial Teacher Training.
- Career Entry and Development Profile, The Teacher Training Agency, March 2003, Publication number TPU1032/1p 50k Mar 03 CW.

CAREER ENTRY PROFILE

The Career Entry Profile is designed to help you think about and record your professional development as you prepare for your career as a teacher.

Once you have completed Sections A and B your Career Entry Profile should be kept safely in the relevant section of your Induction and Early Professional Development Handbook. You will receive your Handbook at the beginning of your Induction period.

NAME:

ITT PROGRAMME:

FOREWORD



By choosing to become a teacher you have made a commitment to your career-long professional development. Successful professional development is based on reflection, setting objectives, action planning, engaging in developmental activities and evaluating the impact of these activities on your own learning and the learning of your pupils.

Your Career Entry Profile (CEP) is an important document which helps you to focus on your professional development during the early stages of your career. Your discussions with your ITT and Induction Tutors provide you with the opportunity to engage in collaborative professional discussions, to reflect on your achievements and goals and to consider areas for further development.

Your CEP also provides the link between your ITT and your appointment to the school where you will start your Induction period. It is essential that you share your CEP with your Induction Tutor at your first formal meeting as your CEP will form the basis of your initial discussions and will inform your objectives for your Induction period.

Your Induction period will support your development during your first year in post by encouraging you to focus and reflect on the advancement of your professionalism, knowledge, understanding and skills. In Wales, Induction is followed by a two-year programme of Early Professional Development where you will maintain and develop further the patterns and habits of self-evaluation and reflection that you develop during your Induction period.

I am delighted to welcome you to the teaching profession and wish you the very best in your future teaching career.

A handwritten signature in black ink, which reads "Jane Davidson". The signature is written in a cursive style.

Jane Davidson, AM, Minister for Education and Lifelong Learning

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CAREER ENTRY PROFILE

PROFESSIONAL DEVELOPMENT FOR TEACHERS

SUMMARY

The Career Entry Profile (CEP) has been revised to encompass the introduction of the Statutory Induction arrangements for all Newly Qualified Teachers (NQTs) in September 2003. As set out in Circular 13/98, all Initial Teacher Training (ITT) providers in Wales are responsible for providing each trainee teacher with a CEP.

The purpose of the CEP is to support the transition from ITT to Induction. NQTs are responsible for sharing their CEP with their Induction Tutor when they start their first teaching post.

Details on how to complete this document can be found in the Welsh Assembly Guidance Circular No: 21/04.

INTRODUCTION

PURPOSES OF THE CAREER ENTRY PROFILE

The Career Entry Profile (CEP) in Wales provides a summary of your Initial Teacher Training (ITT) and helps you prepare for your Induction period. It does this by:

- helping you to focus your reflection on your achievements and goals in the early stages of your teaching career;
- helping you to engage in collaborative discussions when planning how to meet your professional development needs;
- providing a link between your ITT and the school(s) where you will serve your Induction period.

All trainee teachers in Wales must be provided with a CEP. Section A of the profile must be completed by you and your ITT tutor as it summarises the discussion about your strengths and professional development priorities.

As a trainee teacher you should be at the centre of the process that looks at your development needs as a new professional and you should respond positively to the questions asked in this profile.

However, teaching is a collaborative profession and you will need to work closely with your tutors during your ITT and Induction period on the professional development process that this profile and the Induction and Early Professional Development Handbook provides.

As you undertake your ITT programme, you will want to reflect on how far you have come in your professional development. This process is likely to be a natural part of your training. Your ITT provider will also prepare you for your Induction period and help you to understand your role in that process.

FEATURES OF THE CAREER ENTRY PROFILE

The Profile:

- suggests prompt questions to guide your reflection;
- suggests ways of recording your reflections and discussions;
- is available as a working document in paper and electronic versions.

BENEFITS OF THE CAREER ENTRY PROFILE

It helps you to:

- identify your professional development needs;
- prepare for meetings with your ITT and Induction Tutors;

- meet your training and development needs as you begin your teaching career;
- begin thinking about meeting the End of Induction Standard.

It helps your ITT provider to:

- prepare you to play an active role in your Induction period.

It helps your school to:

- understand your strengths and experiences by the end of ITT;
- support your professional development during Induction.

NEWLY QUALIFIED TEACHERS (NQTs) WHO MOVE BETWEEN ENGLAND AND WALES PRIOR TO INDUCTION

If you complete a programme of ITT in Wales but take up your first teaching post in England you should, having used Section A of this profile, download the Teacher Training Agency's (TTA) Career Entry and Development Profile (CEDP): www.useyourheadteach.gov.uk and use Transition Points 2 & 3 with your Induction Tutor as part of the Induction arrangements in England.

If you complete a programme of ITT in England but are appointed to your first teaching post in Wales, you should use Section B of the Welsh Assembly Government's CEP "Preparing for your Induction Period" and, with the support of your Induction Tutor, use your Induction and Early Professional Development (EPD) Handbook to complete and review your Induction period.

TEACHERS WHO MOVE BETWEEN ENGLAND AND WALES FOLLOWING INDUCTION

If you complete Induction successfully in Wales and move to England for your second year of teaching, you should download the TTA's CEDP: www.useyourheadteach.gov.uk and use Transition Point 3 in support of your continuing development.

If you complete Induction successfully in England and move to Wales during your second or third year of teaching, you should access the EPD programme set out in the Welsh Assembly Government's Induction and EPD Handbook instead of using Transition Point 3 of your CEDP.

SECTION A

REFLECTING WITH YOUR ITT TUTOR ON YOUR PROFESSIONAL DEVELOPMENT DURING YOUR TRAINING

The purpose of this section of the profile is to help you reflect on your experiences during your ITT and to identify your key achievements and aspirations in relation to teaching. You will also want to think about where your professional development should concentrate in order to:

- reflect and build on the strengths in your practice;
- develop aspects of the teacher's role in which you are particularly interested;
- provide more experience, or build up your expertise, in areas where you have developed to a more limited extent so far.

This section asks several questions designed to prompt your reflection. It also offers a way of noting your responses and where you might find evidence in support of those responses. You are not expected to write lengthy answers to each question: it is the processes of reflection and professional discussion that are important and these will be reflected in the notes you make. You will need to draw on evidence that is already available, for example:

- reports on your teaching;
- observation reports;
- examples of your own planning;
- records of objectives set during your ITT programme;
- your own audits of your progress towards the Qualified Teacher Status (QTS) Standards;
- course assignments or subject audits.

You will want to be able to find this evidence and, if necessary, share it with others, such as your tutors. You may wish to attach or copy some of these materials to accompany your profile. **You do not need to repeat here what you have already recorded elsewhere. Rather, the notes you make in your profile should act as a map to where the evidence can be found.**

It is for you and your tutor to decide on how the profile can be used in the most supportive way, particularly as you approach the award of QTS.

You and your tutor should also complete the summary of your ITT programme on pages 10 and 11, so that you will have an agreed record of the coverage of your ITT programme that you can refer to in future discussions with colleagues.

QUESTIONS TO PROMPT DISCUSSION

As you come to the end of your ITT programme you will want to reflect on your progress and professional development and discuss with your tutor the progress you have made during your ITT course. This process is likely to form a natural part of your ITT programme and will help you to prepare for your Induction period and to understand your role in that process. The questions asked in this section are designed to prompt your thinking and your responses should be recorded.

- **At this stage, which aspect(s) of teaching do you find most interesting and rewarding?**

Which aspects interest you and why do you find them rewarding?
What ideas do you have for building on this interest?

- **As you approach the award of QTS, what do you consider to be your main strengths and achievements as a teacher?**

Give some examples - including those which show how you are meeting the learning needs of pupils.
How might you build on this strength as an NQT or later in your career?

- **In which areas of teaching would you value further experience in the future?**

For example:

- areas of strength that you want to build on;
- aspects that you would want to develop further.

- **As you look ahead to your first post in teaching, you may be thinking about your longer-term professional aspirations and goals. Do you have any thoughts at this stage about how you would like to see your career develop?**

Long-term aspirations.
How could you work towards these aspirations and who might be able to provide support?

The pages that follow provide space for you to reflect on and respond to these questions and will also help you to identify where you might find the evidence to support your thinking, and/or the reasoning that led you to this response. If you prefer to use an alternative method of responding to the questions, please do so.

At this stage, which aspect(s) of teaching do you find most interesting and rewarding?

Which aspect(s) interest you and why do you find them rewarding?	What ideas do you have for building on this interest?

As you approach the award of QTS, what do you consider to be your main strengths and achievements as a teacher?

<p>Areas of strength or achievement</p>	<p>Give some examples including those which show how you are meeting the learning needs of pupils</p>	<p>How might you build on this strength as an NQT or later in your career?</p>

In which areas of teaching would you value further experience in the future?

<p>Areas of strength that you want to build on</p>	<p>Specific actions or development opportunities that would be valuable in further developing your strengths</p>
<p>Aspects that you would want to develop further</p>	<p>Ideas about how new or additional experiences or opportunities would help you to develop these areas</p>

As you look ahead to your first post in teaching, you may be thinking about your longer-term professional aspirations and goals. Do you have any thoughts at this stage about how you would like to see your career develop?

Long - term aspirations	How could you work towards these aspirations and who might be able to provide support?

SUMMARY CHECK

How well have you:

- reflected on your broader experience and the relevant skills and expertise you have developed;
- thought about why you are particularly motivated towards some particular aspects of teaching;
- considered a range of approaches to teaching and how you have improved pupils' learning;
- identified why you want to find out more about or gain more experience and expertise in some areas of teaching?

You might also at this point in your teaching career want to reflect on how your teaching will draw on:

- the knowledge, understanding and skills that you have gained from your previous education and training;
- your experience from employment, either in education or in other fields, before, and since beginning your ITT programme;
- the skills and experience you have gained from voluntary work and leisure pursuits.

SUMMARY OF YOUR INITIAL TEACHER TRAINING

Training provider/recommending body

Title of ITT programme

Length of programme in years and months

Is your training full time or part time?

Date of successful programme completion

Age range (please circle)	3-8	3-11*	5-11*	7-11	7-14*	11-16	11-18	14-19
*Age range emphasis		3-8	5-8	7-11				

Specialist subject(s), if applicable

Primary, non-core, non specialist subjects, if applicable

Relevant experience gained outside ITT

Competence in Welsh, if applicable¹

Other information about the ITT programme²

¹ please provide a brief assessment covering both written and verbal skills, including experience of first and second language teaching.

² including distinctive features of your training and/or school experience; additional qualifications or certificates gained during ITT; details of school placements – e.g. year groups and subject(s) or topics taught, and pastoral or extra-curricular experiences.

CONFIRMATION OF THE DISCUSSIONS AND REFLECTIONS WITH YOUR ITT TUTOR

Both you and your ITT tutor should sign below to confirm that:

- you have jointly considered your experience from before, during and outside your formal ITT programme and identified the key points in relation to your teaching;
- the information in the Summary of your Initial Teacher Training (pages 10/11) is correct.

Signature of trainee teacher

Date

Name (in block capitals)

Signature of ITT tutor

Date

Name (in block capitals)

Job Title

- ITT tutors who sign this confirmation are not at the same time confirming that QTS has been awarded.
- The trainee teacher should retain their CEP.
- ITT tutors should retain copies of Section A of the CEP for their own records.
- The trainee teacher should take responsibility for their CEP and ensure that it is shared with their Induction Tutor when they begin Induction.

SECTION B

PREPARING FOR YOUR INDUCTION PERIOD

During your Induction period you are entitled to a programme of support, guidance and monitoring, which culminates in your assessment against the End of Induction Standard. As an NQT you are required to share your CEP with your school so that it can inform and support the discussions about your professional development priorities. You should use your profile to help you to plan for your Induction period.

PLANNING FOR MEETING YOUR INDUCTION TUTOR

At the beginning of your Induction period, you and your Induction Tutor will work together to plan and develop your Induction programme. During this time you will want to consider the challenges which you will face in your new school and how these differ from your experiences during ITT. **During the first few weeks in your new school you will need to meet with your Induction Tutor to plan your Induction support programme. This is part of the statutory arrangements for the Induction of NQTs, details of which can be found in your Induction and Early Professional Development Handbook.**

Your discussions with your Induction Tutor will be more productive if you organise your thoughts beforehand. This section of the profile will help you to prepare for these important meetings and the notes that you make will help you in your discussions with your Induction Tutor, particularly when you are setting your professional development objectives and planning the development opportunities needed to help you meet these.

Your CEP will be a useful record of your progress, but you will also need to consider your further training and development needs in the context of your new school and the statutory Induction requirements. This section of the profile poses a number of questions that will help you to prepare for your initial meeting(s) with your Induction Tutor. It also offers a way of noting your responses and your reasons for those responses. You will probably want to use your notes in future discussions with your Induction Tutor.

When responding to the questions you will be able to draw on evidence that you have already gathered, for example:

- the notes that you made during your ITT, particularly as you approached the award of QTS, and the evidence and reasoning underlying them;
- the information you have been given about the school and your role;
- the output from any additional experience or development that you have gained between being awarded QTS and starting your Induction period.

You do not need to repeat here what you have already recorded elsewhere; rather, the notes you make in your profile should act as a map to where the evidence can be found.

PROMPT QUESTIONS

The main focus of the discussions at the start of your Induction period are likely to be around setting your professional development objectives and developing your **Induction Action Plan**. These early discussions that you have with your Induction Tutor around your development needs are important. You should consider what are likely to be the new challenges you will face in your new school and what might be done to support your development and progress during the Induction Period.

You and your Induction Tutor can find further advice on setting your objectives and developing your Action Plan in Section B of the Information for NQTs and Information for Induction Tutors sections of your Induction and Early Professional Development Handbook.

The following questions are a useful starting point to guide your thoughts so that you can take a full part in the discussions that you have with your Induction Tutor. If you prefer to use an alternative method of responding to the questions, please do so.

- ◆ How does the context of the teaching post(s) in which you are starting your Induction period differ from your previous experiences with respect to:
 - the pupils you will be teaching: for example, their attainment levels;
 - the proportion of pupils who are more able and talented or who have special educational needs;
 - the number of pupils who are being educated through the medium of Welsh or the number of pupils who speak English as an additional language;
 - the phase, size, geographical area and organisation of the school;
 - the subject(s) and year group(s) you will be teaching;³
 - the courses, schemes of work and approaches to teaching and learning you will be using;
 - the resources to which you will have access to support pupils' learning;
 - responsibilities you will be taking on?⁴

³ Newly qualified teachers should not normally be required to teach subjects and/or age ranges outside their trained specialisms without the provision of additional support.

⁴ Newly qualified teachers should not normally be asked to take on additional non-teaching responsibilities without the provision of additional support.

You may also wish to consider any feedback you have already had from your Induction Tutor or other colleagues together with your long-term career plan.

The pages that follow provide space for you to reflect on and respond to these questions and will also help you to identify where you might find the evidence to support your thinking, and/or the reasoning that led you to this response. If you prefer to use an alternative method of responding to the questions, please do so.

How does the context of the post in which you are starting your Induction period differ from your previous experiences? Does this help you to identify any new areas in which you need to develop professionally?

	What, if anything, is new or different for you?	What preparation or support will you need?	How could this be provided?
Profile of pupils			
Context of the school			
Subject(s)			

How could this be provided?			
What preparation or support will you need?			
What, if anything, is new or different for you?			
Age group			
Courses, schemes of work or syllabuses			
Approaches to teaching and learning			

	What, if anything, is new or different for you?	What preparation or support will you need?	How could this be provided?
Resources			
Responsibilities			

Are there any other issues that you want to raise with your Induction Tutor?

SUMMARY CHECK

How well have you:

- considered background information about your new school and pupils;
- prepared for your discussions with your Induction Tutor, particularly in relation to sharing your CEP and other supporting information with them;
- engaged in your early discussions and negotiations about your Induction programme with your Induction Tutor;
- understood the requirements of the statutory Induction period in Wales including meeting the End of Induction Standard?

IN CONCLUSION

Now that you have reviewed your professional development priorities you should be well placed to share them with your Induction Tutor and discuss how they relate to, build on, or differ from the priorities you identified during your ITT.

The main focus of these early discussions with your Induction Tutor is to set professional development objectives and develop your **Induction Action Plan**. Your Action Plan should specify your main areas for development and how they link to the End of Induction Standard. The pages that follow provide space for you to summarise your initial discussions with your Induction Tutor to identify your areas for development.

You can find further advice on setting objectives and developing action plans, including the **Objective and Action Planning Sheet** for you and your Induction Tutor to use, in your Induction and EPD Handbook.

Once you and your Induction Tutor have completed the **Objective and Action Planning Sheet** you should both sign the confirmation on page 24 which shows that you have jointly discussed your early priorities for professional development, and that you have begun to plan an individualised Induction programme to meet these priorities.

You should then keep your CEP safely in the designated section of your Induction and EPD Handbook and use your Handbook as the guide to your Induction period.

SUMMARY OF THE INITIAL DISCUSSIONS WITH YOUR INDUCTION TUTOR TO IDENTIFY YOUR AREAS FOR DEVELOPMENT

The following table can be used to record your deliberations. If your school has a different system, or you prefer to write in a less structured format, you can replace this with pages of your own choice. You are not expected to write lengthy answers to each question: remember it is the processes of reflection and professional discussion that are important.

In discussion with your Induction Tutor, prioritise your areas for development during your Induction period

	From Section A of the CEP	From Induction Tutor	From self-review against QTS Standards and End of Induction Standard
Strengths			
Areas of less experience or confidence			

PRIORITIES FOR INDUCTION

Now that you have identified your areas for development you may find it useful to give them an order of priority. What are your reasons for prioritising in this way?

My thinking towards the end of my ITT programme	Short-term priority	Medium-term priority	Longer-term priority

My thinking in relation to the class(es) I will be teaching and the school where I will start my Induction programme	
<i>Short-term priority</i>	
<i>Medium-term priority</i>	
<i>Longer-term priority</i>	

CONFIRMATION OF THE COMPLETION OF THE OBJECTIVE AND ACTION PLANNING SHEET

Both you and your Induction Tutor should sign below to confirm that:

- you have jointly considered your experiences during ITT and discussed your early priorities for your professional development during your Induction period;
- the Objective and Action Planning Sheet has been completed.

Signature of NQT

Date

Name (in block capitals)

Signature of Induction Tutor

Date

Name (in block capitals)
