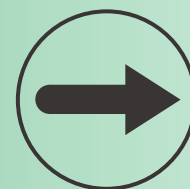


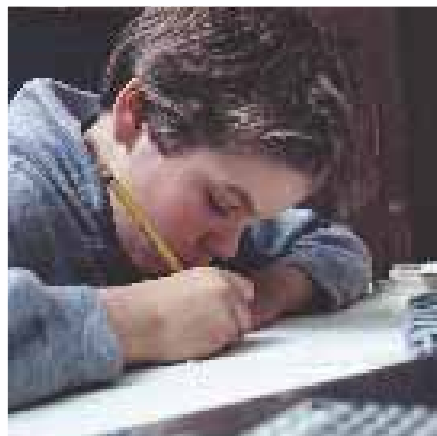
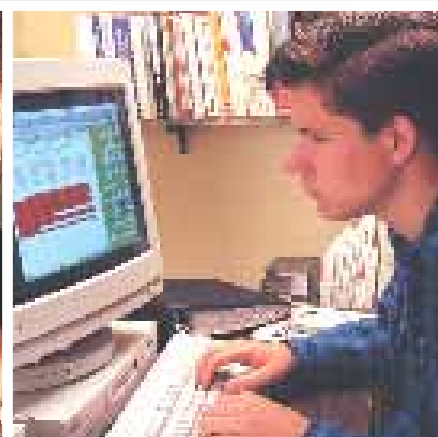
Notes of guidance for the completion of the Career Entry Profile

National Assembly for Wales Circular No: 21/04
Date of Issue: 23rd April 2004

Guidance
Circular



Professional
Development for
Teachers



www.dysgu.cymru.gov.uk
www.learning.wales.gov.uk

Adran Hyfforddiant ac Addysg
Department for Training and Education



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

- Title of Document:** Notes of guidance for the completion of the Career Entry Profile.
- Audience:** Initial Teacher Training Providers, Trainee Teachers, Newly Qualified Teachers, Headteachers, Induction Tutors.
- Overview:** This guidance provides advice regarding the completion of the revised Career Entry Profile.
- 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 this Guidance circular are available from the contact details above.

Related Documents:

- Career Entry Profile, The Welsh Assembly Government, April 2004, DFTE Information Document No: 009-04.
- The Induction and Early Professional Development Handbook, The Welsh Assembly Government, September 2002, ISBN 0 7504 3181 4.
- Career Entry and Development Profile, The Teacher Training Agency, March 2003, Publication number TPU1032/1p 50k Mar 03 CW.
- 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.

Contents	Page
Summary	1
Action Checklist	3
Introduction	5
<ul style="list-style-type: none"> • NQTs who move between Wales and England prior to Induction • Teachers who move between Wales and England following Induction 	
The Purpose of the Career Entry Profile	7
The Career Entry Profile and Induction	9
Completing the Career Entry Profile	11
<ul style="list-style-type: none"> • Structure of the Career Entry Profile • Advice on completing the Summary of Initial Teacher Training • Completing the Confirmation of Discussions and Reflections with your ITT tutor 	
Using the Career Entry Profile to support Induction	13
<ul style="list-style-type: none"> • Initial planning meeting to discuss the Induction programme • Planning the Induction programme • Completing the Objectives and Action Planning Sheet 	
Maintaining a Professional Development Portfolio	15
Standards	17
<ul style="list-style-type: none"> • Standards for the Award of QTS • End of Induction Standard • Requirements for the Satisfactory Completion of the Induction Period 	

Notes of guidance for the completion of the Career Entry Profile

Professional Development for Teachers

Summary

This guidance provides advice regarding the completion of the revised Career Entry Profile (CEP).

The Career Entry Profile (DfTE Information Document No: 009-04) 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 Welsh Office Circular 13/98, all 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 Initial Teacher Training (ITT) to Induction. NQTs are responsible for sharing their CEP with their Induction Tutor when they start their Induction period.

Action Checklist

Here is a quick and easy checklist to ensure that the ITT provider, trainee teacher, NQT and Induction Tutor are fully aware of their roles and responsibilities.

ITT Provider

- | | | | | |
|---|-----|--------------------------|----|--------------------------|
| Provide trainee teacher with their CEP | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| Meet with trainee teacher to discuss their experiences during ITT and identify the key points in relation to their teaching | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| Check that the information on the 'Summary of your Initial Teacher Training' form is correct | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| Sign the 'Confirmation of the Discussions and Reflections with your ITT Tutor' | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |

Trainee Teacher/NQT

- | | | | | |
|---|-----|--------------------------|----|--------------------------|
| Meet with ITT tutor to discuss their experiences during ITT and identify the key points in relation to their teaching | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| Complete the 'Summary of your Initial Teacher Training' form | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| Sign the 'Confirmation of the discussions and reflections with your ITT Tutor' form | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| Share the CEP with the school where they start their Induction period | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| Complete the 'Objective and Action Planning Sheet' contained in the Induction and EPD Handbook | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| Sign the 'Confirmation of the Completion of the Objective and Action Planning Sheet' | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |

Induction Tutor

Meet with the NQT at the beginning of their Induction period and use the CEP when preparing the NQT's Induction Action Plan

YES NO

Complete the 'Objective and Action Planning Sheet' contained in the Induction and EPD Handbook

YES NO

Sign the 'Confirmation of the Completion of the Objective and Action Planning Sheet'

YES NO

Introduction

All providers of courses of initial teacher training (ITT)¹ which lead to Qualified Teacher Status (QTS) in Wales have to provide newly qualified teachers (NQTs) with a Career Entry Profile (CEP)² on the successful completion of their ITT.

Statutory Induction arrangements have applied in Wales since September 2003 and in England since September 1999. These require that teachers complete a period of Induction successfully in order to remain eligible for employment as a teacher in a maintained school or non-maintained special school and to retain their full registration with the General Teaching Council for Wales. NQTs who train in Wales and choose to work in England will need to complete the Induction period in England successfully. Similarly, NQTs who train in England and choose to work in Wales will need to complete the Induction period in Wales successfully.

NQTs who move between Wales and England prior to Induction

NQTs who complete a programme of ITT in Wales but who take up their first teaching post in England should, having completed Section A of the CEP, download the Teacher Training Agency's Career Entry and Development Profile (CEDP) www.useyourheadteach.gov.uk and use this with their Induction Tutor to complete Transition Points 2 and 3 as part of the Induction arrangements in England.

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

Teachers who move between Wales and England following Induction

Teachers who complete Induction in Wales successfully but who move to England for their second year of teaching should download the TTA's CEDP www.useyourheadteach.gov.uk and complete Transition Point 3 in support of their continuing development.

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

¹ See Welsh Office Circular 13/98, annex E, paragraph 2.1.6

² The Welsh Assembly Government gratefully acknowledges the contribution of the Teacher Training Agency and the Early Professional Development Partnership Group in the production of the Career Entry Profile in Wales

The purpose of the CEP

The purpose of the CEP is to support the transition from ITT to Induction by:

- summarising the NQT's strengths and priorities for further development;
- guiding their initial thoughts about the type of school or particular post in which they will begin Induction; and
- requiring the new teacher to set objectives for professional development and develop an action plan for their Induction period.

The CEP supports NQTs as they prepare for Induction by:

- helping NQTs to focus their reflections on achievements and goals in the early stages of their teaching careers;
- supporting NQTs in their discussions with their Induction Tutor to plan how they can meet their professional development needs during Induction;
- providing a link between ITT and the schools(s) in which NQTs will serve Induction.

In planning the NQT's Induction programme, schools should extend and build upon the teacher's experiences during ITT. Consequently, the CEP has an important role in communicating the current state of the NQT's professional development to their new school and it will help inform and support discussions about the NQT's professional development needs and priorities during Induction.

More specifically the CEP enables ITT providers, schools and NQTs to:

- make the best use of the NQT's skills and attributes;
- use the Standards for the award of QTS and the End of Induction Standard to build on the new teacher's achievements;
- plan a focused and individualised programme of Induction which will help develop the NQT's professional practice and confidence in areas identified for development;
- recognise the importance of effective professional development from the earliest possible stage in the NQT's career, and consider the new teacher's longer term professional development in the context of Induction and EPD;
- support sustained improvements in the quality of teaching and learning in classes taught by NQTs.

All trainee teachers in Wales must be provided with a CEP as they approach the end of their ITT. Section A must be completed by the NQT and their ITT Tutor, and Section B by the NQT and their Induction Tutor.

The CEP is not intended as a replacement or substitute for references from ITT providers to prospective employers. Indeed, by the time Section A of the profile is completed, many new teachers will have already secured their first post.

The CEP and Induction

The NQT's completed CEP should form the basis of their statutory Induction programme:

- The NQT should make their CEP available to the school(s) in which they undertake Induction and work with their Induction Tutor to use the CEP and the End of Induction Standard as the basis for setting professional development objectives and action planning.
- The Induction Tutor will be responsible for supporting the NQT through implementing a programme of support, monitoring and review based on the action plan developed from the CEP at the beginning of the Induction period.
- The headteacher should ensure that each NQT in their school is provided with an appropriate Induction programme which takes account of the NQT's CEP.

Completing the CEP

The CEP can be completed either as a paper copy or by using the electronic version available on the Welsh Assembly Government's Learning Wales website: www.learning.wales.gov.uk.

If the CEP is completed electronically, it must be printed out and signed by the ITT tutor after the completion of Section A, and again by the Induction Tutor after the completion of Section B.

The CEP should be retained by the NQT in their Induction and EPD Handbook.

Structure of the CEP

The CEP has two sections - **Section A** - Reflecting with your ITT tutor on your professional development during your training, and **Section B** – Preparing for your Induction period.

Section A - Reflecting with your ITT tutor on your professional development during your training

As the ITT course is nearing completion, Section A of the CEP should be completed and the statements made agreed between the ITT provider and the trainee teacher. When completing Section A of the CEP, reference should be made to the prompt questions, summary checks and the advice below, not only to guide reflection but also to identify strengths and development needs. It is important that the **Summary of Initial Teacher Training** (page 10-11 of the CEP) is completed and that the NQT and ITT tutor confirm the discussions and reflections by signing this form.

Advice on completing the Summary of Initial Teacher Training

Training provider/recommending body: Give the name of the ITT provider or, for employment-based routes, the recommending body.

Title of ITT programme: Give the name of the course or programme leading to the award of QTS e.g. BEd, PGCE, BA(QTS), BSc(QTS), Graduate Teacher Programme, Registered Teacher Programme.

Length of programme in years and months: State the length of the programme, e.g. one year, 18 months, two, three or four years, or other.

Is your training full time or part time? State whether the programme is full or part time.

Date of successful programme completion: Give the month and year in which the award of QTS was recommended.

Age range: Indicate the age ranges or age range emphasis covered by the ITT course.

Specialist subject(s): With reference to the requirements for specialist subject study contained in the Standards for the Award of QTS (see page 19 paragraph A.2.f), please state any specialist subject(s) studied during ITT.

For primary, non-core, no-specialist subject(s): Any non-core, non-specialist subjects should be entered here (please refer to the Standards for the Award of QTS (see page 19 paragraph A.2.g)).

Other information about the ITT programme: This might include distinctive features of training and/or school experiences; additional qualifications or certificates gained during the course, coverage of non-core subjects, details of school placements – e.g. year groups and subject(s) or topics taught, pastoral or extra curricular experiences.

Relevant experience gained outside ITT: This could include any experiences that will be of use in a teaching role e.g. previous employment in related fields.

Competence in Welsh (if applicable): Please provide a brief assessment covering both written and verbal skills, including experience of first and second language teaching.

Completing the ‘Confirmation of Discussions and Reflections with your ITT tutor’

Both the ITT tutor and trainee teacher should sign the **Confirmation of Discussions and Reflections with your ITT tutor** (see page 12 of the CEP) which also confirms that the information on the **Summary of Initial Teacher Training** is correct.

The trainee teacher should retain the CEP in order to share it with their school when they start their Induction period. The ITT tutor should retain a copy of Section A of the CEP for their own records. ITT providers should also retain their copies on record for at least three years for Estyn inspection and HEFCW audit purposes.

Section B - Preparing for your Induction Period

The NQT and their Induction Tutor are responsible for completing Section B of the CEP at the beginning of the NQT’s Induction period.

When completing Section B, reference should be made to the explanatory text, prompt questions and summary checks which will guide the NQT’s reflections to identify their strengths and development needs.

Using the Career Entry Profile to support Induction

The Welsh Assembly Government's Induction and EPD Handbook contains advice and support materials that can be used when planning the Induction programme.

It is important that the Induction programme builds upon the foundations laid during ITT. The CEP offers a framework for reflecting on the progress made during this time and for prioritising the areas for development during the Induction period.

In addition, the CEP provides the opportunity to reflect on the **Prompt Questions** (page 14 of the CEP). The responses to these questions will form a useful starting point from which to plan the NQT's Induction programme.

Initial planning meeting to discuss the Induction programme

During the first few weeks in their new school NQTs will need to meet their Induction Tutor in order to set their professional development objectives and develop their **Induction Action Plan**. The **Induction Action Plan** should specify and prioritise the training and development opportunities that the NQT will receive during their Induction period.

Section B of the CEP provides an important opportunity for the NQT to summarise their initial discussions with their Induction Tutor. It will help to identify and prioritise their areas for development, which will be informed by:

- the earlier reflections in Section A of their CEP;
- feedback from their Induction Tutor;
- the NQT's self-review against the QTS Standards and End of Induction Standard.

Planning the Induction programme

Once the NQT's development needs have been identified and prioritised, the objectives for the Induction period should be agreed. They should be recorded along with details of the action plans needed to meet the objectives. An example of an **Objectives and Action Planning Sheet** can be found on page 33 of the **Support Materials for Assessment, Observation and Target Setting** section of the Induction and EPD Handbook, although schools may have other equally acceptable formats.

Completing the Objectives and Action Planning Sheet

Having used Section B of the CEP to review the professional development priorities, the NQT should be in a position to share them with their Induction Tutor and discuss how they relate to, build on or differ from the priorities identified during ITT.

The focus of the discussions between the NQT and Induction Tutor should now be on planning the Induction programme by setting development objectives and developing the **Induction Action Plan**.

Once the **Objectives and Action Planning Sheet** has been completed, the NQT and Induction Tutor should both sign the **Confirmation of the Completion of the Objectives and Action Planning Sheet** on page 24 of the CEP. The NQT should keep the CEP safely in their Induction and EPD Handbook for future reference.

Maintaining a Professional Development Portfolio

The CEP is intended to help NQTs to reflect on their achievements and to think about their future development needs, particularly during their Induction period. NQTs should also think about organising a **Professional Development Portfolio (PDP)**, although the CEP is not in itself designed to produce a detailed portfolio of evidence. While there is no statutory requirement for NQTs to maintain a PDP, they will undoubtedly find it useful to do so.

ITT providers may give trainee teachers a profile or portfolio to record their progress and professional development during their ITT programme. Similarly, NQTs may find that their school or LEA provides a portfolio that gives guidance on their Induction programme and a format for charting their progress.

Additional advice on maintaining a PDP can be found on page 13 of the **Information for Newly Qualified Teachers** section of the Induction and EPD Handbook.



Standards

Standards for the Award of QTS³

A. KNOWLEDGE AND UNDERSTANDING

1. Secondary

For all courses those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- i. have a secure knowledge and understanding of the concepts and skills in their specialist subject(s),¹ at a standard equivalent to degree level to enable them to teach it (them) confidently and accurately at:
 - **KS3** for trainees on 7-14 courses;
 - **KS3 and KS4 and, where relevant, post-16** for trainees on 11-16 or 18 courses; and
 - **KS4 and post-16** for trainees on 14-19 courses;
- ii. have, for their specialist subject(s), where applicable, a detailed knowledge and understanding of the National Curriculum programmes of study, level descriptions or end of key stage descriptions for KS3 and, where applicable, National Curriculum programmes of study for KS4;
- iii. for RE specialists, have a detailed knowledge of a range of LEA Agreed Syllabuses for RE;
- iv. understand that, in Wales, pupils should be given opportunities, where appropriate, to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales (the Curriculum Cymreig);
- v. are familiar, for their specialist subject(s), with the relevant KS4 and post-16 examination syllabuses and courses, including vocational courses;²
- vi. understand, for their specialist subject(s), the framework of 14-19 qualifications and the routes of progression through it;²
- vii. understand, for their specialist subject(s), progression from the KS2 programmes of study;³
- viii. know and can teach the key skills required for current qualifications relevant to their specialist subject(s), for pupils aged 14-19, and understand the contribution that their specialist subject(s) make(s) to the development of the key skills;

³ Reproduced from Welsh Office Circular 13/98 Annex A
Standards for the Award of QTS in England can be found at www.useyourheadteach.gov.uk

- ix. cope securely with subject-related questions which pupils raise;
- x. are aware of, and know how to access, recent inspection evidence and classroom-relevant research evidence on teaching secondary pupils in their specialist subject(s), and know how to use this to inform and improve their teaching;
- xi. know, for their specialist subject(s), pupils' most common misconceptions and mistakes;
- xii. understand how pupils' learning is affected by their physical, intellectual, emotional and social development;
- xiii. have a working knowledge of information technology (IT) to a standard equivalent to Level 8 in the National Curriculum for pupils⁴, and understand the contribution that IT makes to their specialist subject(s);
- xiv. are familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards.

2. Primary

For all courses those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- a. understand the purposes, scope, structure and balance of the National Curriculum Orders as a whole and, within them, the place and scope of the primary phase, the key stages, the primary core and other foundation subjects and RE;
- b. are aware of the breadth of content in the primary core and other foundation subjects and RE;
- c. understand how pupils' learning is affected by their physical, intellectual, emotional and social development.
- d. **for each core and specialist subject⁵ covered in their training:**
 - i. have, where applicable, a detailed knowledge and understanding of the relevant National Curriculum programmes of study and level descriptions or end of key stage descriptions;
 - ii. for RE specialists, have a detailed knowledge of a range of LEA Agreed Syllabuses for RE;
 - iii. understand that, in Wales, pupils should be given opportunities, where appropriate, to develop and apply their knowledge and understanding of the Curriculum Cymreig;
 - iv. cope securely with subject-related questions which pupils raise;
 - v. understand the progression from ACCAC's *"Desirable Outcomes for Children's Learning on Entering Compulsory Education"* to KS1, the progression from KS1 to KS2, and from KS2 to KS3;

- vi. are aware of, and know how to access, recent inspection evidence and classroom relevant research evidence on teaching primary pupils in the subject, and know how to use this to inform and improve their teaching;
- vii. know pupils' most common misconceptions and mistakes in the subject;
- viii. have a working knowledge of IT to a standard equivalent to Level 8 in the National Curriculum for pupils and understand the contribution that IT makes to the subject;⁴
- ix. are familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards;
- e. **for English, Welsh (first language), mathematics and science**, have a secure knowledge and understanding of the subject content specified in the ITT National Curriculum for primary English, Welsh (first language), mathematics and science;⁶
- f. **for any specialist subject(s)**, have a secure knowledge of the subject to at least a standard approximating to GCE Advanced level in those aspects of the subject taught at KS1 and KS2;⁷
- g. **for any non-core, non-specialist subject covered in their training**, have a secure knowledge to a standard equivalent to at least level 7 of the pupils' National Curriculum.⁸ For RE, the required standard for non-specialist training is broadly equivalent to the standard represented by relevant sections of LEAs' Agreed Syllabuses for RE.^{9 10}

3. Additional standards relating to early years (nursery and reception) for trainees on 3-8 and 3-11 courses

For all courses those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- a. have a detailed knowledge of ACCAC's "*Desirable Outcomes for Children's Learning on Entering Compulsory Education*";
- b. have a knowledge of effective ways of working with parents and other carers;
- c. have an understanding of the roles and responsibilities of other agencies concerned with the care of young children.

B. PLANNING, TEACHING AND CLASS MANAGEMENT

This section details the standards which all those to be awarded QTS must demonstrate, when assessed, in each subject that they have been trained to teach. For primary non-core, non-specialist subjects, trainees being assessed for QTS must meet the required standards but with the support, if necessary, of a teacher experienced in the subject concerned.

1. Primary English, Welsh (first language) and mathematics

For all courses those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they have a secure knowledge and understanding of, and know how and when to apply, the teaching and assessment methods specified in the ITT National Curriculum for primary English, Welsh (first language) where applicable, mathematics and science.¹¹

2. Primary and Secondary for all subjects

Planning

For all courses those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- a. plan their teaching to achieve progression in pupils' learning through:
 - i. identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed;
 - ii. setting whole class, individual and groups tasks, including homework, which interest and challenge pupils;
 - iii. setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work;
 - iv. setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do;
 - v. identifying pupils who -
 - have special educational needs, including specific learning difficulties;
 - are very able;
 - are not yet fluent in English and, as appropriate, Welsh;
 - and knowing where to get help in order to give positive and targeted support;
- b. provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils;
- c. make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons;
- d. plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development;

e. where applicable, ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study.

Teaching and Class Management

For all courses those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

f. ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time;

g. monitor and intervene when teaching to ensure sound learning and discipline;

h. establish and maintain a purposeful working atmosphere;

i. set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships;

j. establish a safe environment which supports learning and in which pupils feel secure and confident;

k. use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through:

i. stimulating intellectual curiosity, communicating enthusiasm for the subject being taught. fostering and maintaining pupils' motivation;

ii. matching the approaches used to the subject matter and the pupils being taught;

iii. structuring information well, including outlining content and aims, signalling transitions and summarising key points as the lesson progresses;

iv. clear presentation of content around a set of key ideas, using appropriate subject-specific vocabulary and well chosen illustrations and examples;

v. clear instructions and demonstration, and accurate, well-paced explanation;

vi. effective questioning which matches the pace and direction of the lesson and ensures that pupils take part;

vii. careful attention to pupils' errors and misconceptions, and helping to remedy them;

viii. listening carefully to pupils, analysing their responses and responding constructively in order to take pupils' learning forward;

ix. selecting and making good use of textbooks, IT and other learning resources which enable teaching objectives to be met;

- x. providing opportunities for pupils to consolidate their knowledge and maximising opportunities, both in the classroom and through setting well-focused homework to reinforce and develop what has been learnt;
 - xi. exploiting opportunities to improve pupils' basic skills in literacy, numeracy and IT, and the individual and collaborative study skills needed for effective learning. Including information retrieval from libraries, texts and other sources;
 - xii. exploiting opportunities to contribute to the quality of pupils' wider educational development, including their personal, spiritual, moral, social and cultural development;
 - xiii. setting high expectations for all pupils notwithstanding individual differences, including gender, and cultural and linguistic backgrounds;
 - xiv. providing opportunities to develop pupils' wider understanding by relating their learning to real and work-related examples;
- l. are familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of their responsibilities under the Code, implement and keep records on individual education plans (IEPs) for pupils at stage 2 of the Code and beyond;
- m. ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject;
- n. evaluate their own teaching critically and use this to improve their effectiveness.

3. Additional standards relating to early years (nursery and reception) for trainees on 3-8 and 3-11 courses

For all courses those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- a. plan activities which take account of pupils' needs and their developing physical, intellectual, emotional and social abilities, and which engage their interest;
- b. provide structured learning opportunities which advance pupils':
 - i. language, literacy and communication skills;
 - ii. personal and social development;
 - iii. mathematical development:
 - iv. knowledge and understanding of the world;
 - v. physical development;
 - vi. creative development;

- c. encourage pupils to think and talk about their learning and to develop self-control and independence;
- d. encourage pupils to concentrate and persevere in their learning for sustained periods, to listen attentively and to talk about their experiences in small and large groups;
- e. use teaching approaches and activities which involve planned adult intervention, which offer opportunities for first-hand experience and co-operation. and which use play and talk as a vehicle for learning;
- f. manage, with support from an experienced specialist teacher if necessary, the work of parents and other adults in the classroom to enhance learning opportunities for pupils.

C. MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY

This section details the standards which all those to be awarded QTS must demonstrate, when assessed, in each subject that they have been trained to teach. For primary non-core, non-specialist subjects, trainees being assessed for QTS must meet the required standards but with the support, if necessary, of a teacher experienced in the subject concerned.

For all courses those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they:

- a. assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching;
- b. mark and monitor pupils' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for pupils' progress;
- c. assess and record each pupils' progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
 - i. check that pupils have understood and completed the work set;
 - ii. monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning;
 - iii. inform planning;
 - iv. check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject;
- d. are familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents;
- e. where applicable, understand the expected demands of pupils in relation to each relevant level description or end of key stage description, and, in addition, for those on 11-16 or 18 and 14-19 courses, the demands of the syllabuses and course requirements for GCSE, other KS4 courses, and, where applicable, post-16 courses;

- f. where applicable, understand and know how to implement the assessment requirements of current qualifications for pupils aged 14-19;
- g. recognise the level at which a pupil is achieving, and assess pupils consistently against attainment targets, where applicable, if necessary with guidance from an experienced teacher;
- h. understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for pupils' achievement;
- i. use different kinds of assessment appropriately for different purposes, including National Curriculum assessment tasks and standardised tests, and baseline assessment where relevant.

D. OTHER PROFESSIONAL REQUIREMENTS

Primary and Secondary

For all courses those to be awarded Qualified Teacher Status should, when assessed, demonstrate that they:

- a. have a working knowledge and understanding of:
 - i. teachers' professional duties as set out in the current School Teachers' Pay and conditions document, issued under the School Teachers' Pay and Conditions Act 1991;
 - ii. teachers' legal liabilities and responsibilities relating to:
 - the Race Relations Act 1976;
 - the Sex Discrimination Act 1975;
 - Section 7 and Section 8 of the Health and Safety at Work etc Act 1974;
 - their common law duty to ensure that pupils are healthy and safe on school premises and when involved in organised activities off the school site, such as educational visits, school outings or field trips;
 - what is reasonable for the purposes of safeguarding or promoting children's welfare (Section 3(5) of the Children Act 1989);
 - the role of the education service in protecting children from abuse (currently set out in DfEE Circular 10/95 and the Home Office, Department of Health, DfEE and Welsh Office guidance "Working Together: A guide to arrangements for inter-agency co-operation for the protection of children from abuse 1991");
 - appropriate physical contact with pupils (currently set out in DfEE Circular 10/95);

- appropriate physical restraint of pupils (Section 4 of the Education Act 1997 and Welsh Office Circular 56/94);
 - detention of pupils on disciplinary grounds (Section 5 of the Education Act 1997);
- b. have established, during work in schools, effective working relationships with professional colleagues including, where applicable, associate staff;
- c. set a good example to the pupils they teach, through their presentation and their personal and professional conduct;
- d. are committed to ensuring that every, pupil is given the opportunity to achieve their potential and meet the high expectations set for them;
- e. understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach;
- f. understand their professional responsibilities in relation to school policies and practices, such as those concerned with pastoral and personal safety matters, including bullying;
- g. recognise that learning takes place inside and outside the school context, and, understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare;
- h. are aware of the role and purpose of school governing bodies.

¹ Required subject knowledge for those teaching English, Welsh, mathematics and science at secondary level will be specified when the relevant ITT National Curricula are implemented.

² This does not apply to trainees on 7-14 courses.

³ This does not apply to trainees on 14-19 courses.

⁴ Trainees may omit the "control" element of the IT National Curriculum Order if this is not relevant to their specialist subject. This standard does not apply until September 1998.

⁵ A specialist subject may be one of the core subjects.

⁶ This does not apply until September 1998. Required subject knowledge for primary science will be specified when the relevant ITT National Curriculum is implemented.

⁷ The requirement for all primary courses to include a specialist subject does not apply until September 1998, but where courses already offer subject specialism(s), this applies from September 1997.

⁸ This requirement does not apply to those courses in Welsh (second language) developed by providers to meet the needs of trainees who have little or no knowledge of Welsh on entry. The courses will continue to be assessed according to the WJEC levels for Welsh (second language) or other equivalent arrangements and individual achievement will be recorded in the Career Entry Profile. Institutions will be concerned to review these courses, now integral to their provision, with a view to clarifying targets and improving the knowledge of Welsh and second language teaching skills of trainees in line with the new standards required elsewhere in the ITT curriculum. The development of these courses will from time to time be a particular focus of OHMCI's inspection of ITT.

⁹ LEAs' Agreed Syllabuses for RE are required to take into account the needs of pupils at KS4 who want to take a GCSE in Religious Studies (VJO Circular 10/94).

¹⁰ Where providers offer more limited coverage of subjects than the required non-core, non-specialist subjects, eg a few hours of taster-training in a foundation subject, safety training in PE and/or design and technology, the nature and extent of such training can be recorded on the NQT's Career Entry Profile.

¹¹ This provision does not apply until September 1998. Required teaching and assessment methods for those teaching primary science and secondary English, Welsh (first language), mathematics and science will be specified when the relevant ITT National Curricula are implemented.

End of Induction Standard⁴

In order to complete Induction successfully, the NQT must continue consistently to meet the Standards for the Award of QTS (pages 17-25) and meet the End of Induction Standard set out within the four key areas below.

1. Professional Characteristics

To meet the End of Induction Standard the NQT must:

- 1.1 conduct themselves with integrity and apply their knowledge and skills within their professional work;
- 1.2 reflect on and act to improve their professional practice, taking shared responsibility for their own professional development and learning;
- 1.3 work collaboratively and co-operatively with those who contribute toward the work of the school;
- 1.4 demonstrate commitment to equal opportunities, social justice and inclusion.

2. Knowledge and Understanding

To meet the End of Induction Standard the NQT must:

- 2.1 demonstrate an understanding of practice and the broader educational perspective in Wales when engaging in professional dialogue;
- 2.2 demonstrate a detailed working knowledge of their sector, the school in which they teach and their related professional responsibilities;
- 2.3 demonstrate secure knowledge and understanding of the theory and practical skills in the curriculum area or subjects taught;
- 2.4 deliver the common requirements of the National Curriculum in Wales; that is, communication, mathematical, problem solving, creative and Information Technology skills; Cwricwlwm Cymreig and personal and social development.

⁴ Reproduced from National Assembly for Wales Circular No: 19/04
The Induction Standards which apply in England can be found at www.useyourheadteach.gov.uk

3. Planning, Teaching and Learning and Class Management

To meet the End of Induction Standard the NQT must:

- 3.1 plan effectively to meet the learning needs of all pupils including, where applicable, those with identified Special Educational Needs, gifted and talented pupils and those with English or Welsh as an additional language;
- 3.2 demonstrate increasing proficiency in selecting and using a broad range of teaching and learning strategies and available resources, which they evaluate critically in terms of pupils' learning;
- 3.3 be able to justify their approach in terms of the curriculum, learning objectives of schemes of work and the learning needs and abilities of their pupils;
- 3.4 secure a good standard of pupil behaviour through establishing rules and high expectations, in order to achieve positive relationships; purposeful activity; and an appropriate environment for learning taking due account of school policy.

4. Monitoring, Assessment, Recording and Reporting

To meet the End of Induction Standard the NQT must:

- 4.1 recognise the level a pupil is achieving and make accurate formative and summative assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phases taught;
- 4.2 record and use the results of day-to-day assessment to modify their teaching, and secure progression in pupils' learning by identifying appropriate learning targets for individuals and groups of pupils;
- 4.3 provide reports on pupils' progress and achievements, identifying appropriate targets and learning goals, and providing guidance to enable parents/carers to support their children's learning.

Requirements for the satisfactory completion of the Induction period

In order for the NQT to be judged to have satisfactorily completed the Induction period, the headteacher should be satisfied that the NQT has:

- a) continued consistently to meet the Standards for the Award of QTS (pages 17-25) in an employment context; and
- b) met the End of Induction Standard (pages 26-27).

The End of Induction Standard has been formulated in such a way as to build on the Standards for the Award of QTS by:

- requiring independent performance in selected areas where the Standards for the Award of QTS assumed support from an experienced member of staff;

and to supplement the Standards for the Award of QTS by:

- focusing on aspects of professional practice which can be developed during employment as a qualified teacher and over a longer period of practice than is available to most trainees in ITT.