

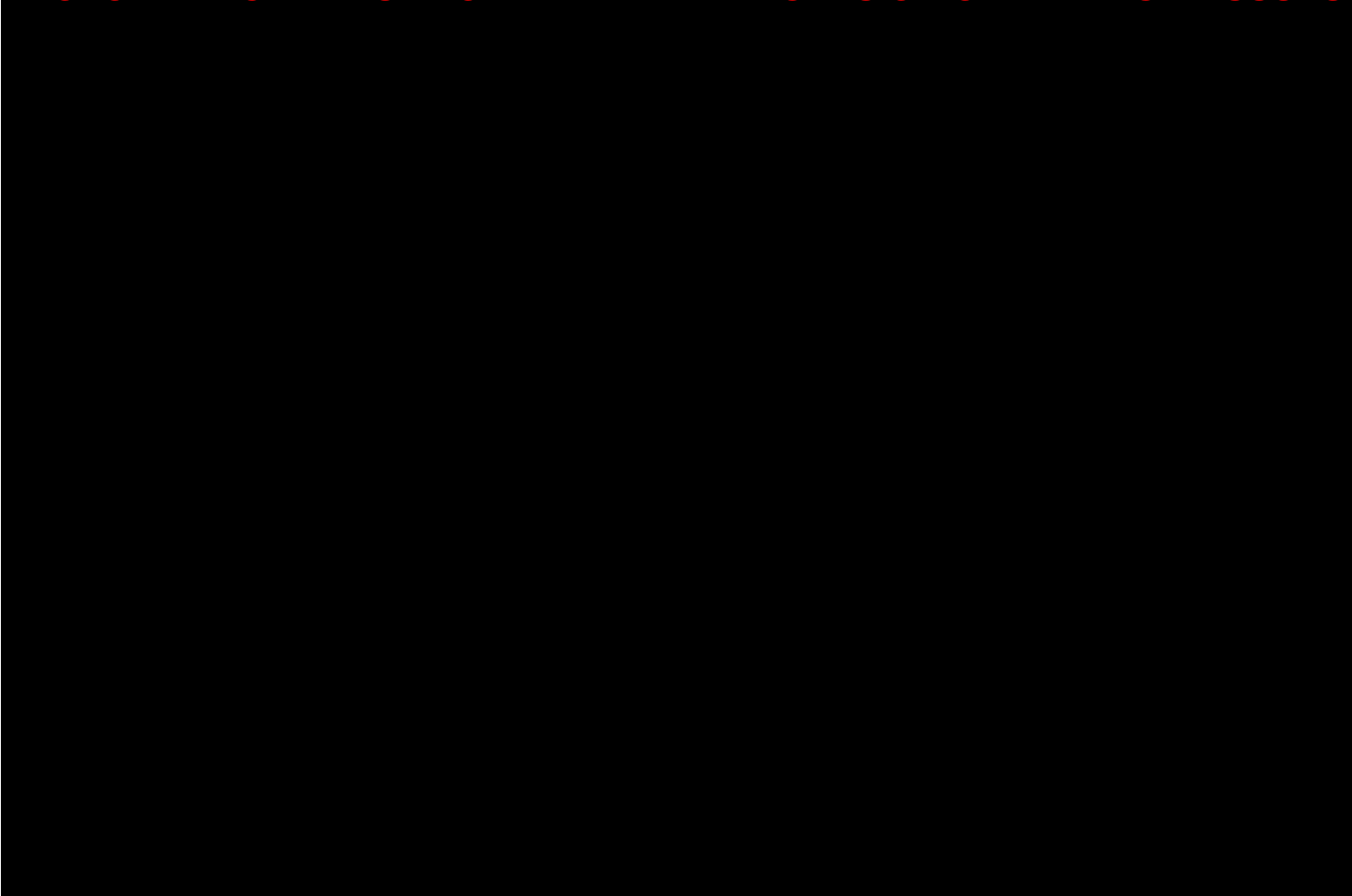


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Career Entry Profile

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Guidance

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Career Entry Profile

- Audience** Initial teacher training providers, trainee teachers, newly qualified teachers, headteachers and induction tutors.
- Overview** This document supports the transition from initial teacher training to induction.
- Further information** All enquiries about the Career Entry Profile should be sent to:
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- Additional copies** This document can only be accessed from the Welsh Government's website at www.wales.gov.uk/educationandskills
- Related documents** *Induction and Early Professional Development for Newly Qualified Teachers in Wales (revised September 2011)* (Welsh Government, 2011) www.wales.gov.uk/topics/educationandskills/schoolshome/schoolfundingandplanning/trainingdevelopment/iepd/?lang=en

Contents

| | |
|--|-----------|
| Purpose of the Career Entry Profile | 2 |
| Benefits of the Career Entry Profile | 3 |
| Reflecting on your professional development during ITT | 4 |
| Looking ahead – reflecting on your future practice | 6 |
| Guidance on completing your Career Entry Profile | 7 |
| Part 1: Summary of initial teacher training (ITT) | 7 |
| Part 2: Competence in Welsh (if applicable) | 8 |
| Part 3: Practising Teacher Standards | 8 |
| Part 4: Confirmation of discussion and reflection with your ITT tutor | 9 |
| Appendix 1: Practising Teacher Standards | 10 |
| Appendix 2: Career Entry Profile | 15 |

Purpose 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 at the start of your professional practice as a teacher. It does this by:

- helping you to focus your reflection on your preparation and development in the early stages of your teaching career
- helping you to engage in collaborative discussion 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. The profile must be completed by you and your ITT tutor as it summarises the discussion you have had about your preparation 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 when completing this profile.

However, teaching is a collaborative profession and you will need to work closely with other professionals including your tutors during your ITT and with your mentor during your induction period on the professional development process that this profile and the induction process provides.

As you complete 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.

Benefits of the Career Entry Profile

The CEP helps **you** to:

- reflect on strengths in your practice and priorities for further development
- 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 how you will ensure your practice will meet the Practising Teacher Standards (PTS).

It helps your **ITT provider** to:

- support you in reflecting on your practice
- 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
- understand which areas you feel require further development
- support your professional development during induction.

Reflecting on your professional development during ITT

The purpose of the profile is to help you to work with your ITT tutor to reflect on your experiences during your ITT and to identify how these have prepared you for practice. You will also want to think about where you should focus your future professional development in order to:

- reflect and build on the strengths in your practice
- address any areas where you particularly feel further development is required
- identify areas of professional practice as a teacher where you have a particular interest
- provide more experience, or build on existing expertise, in areas where you have so far developed to a more limited extent.

You are not expected to write lengthy answers in each section; 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
- any self-evaluation of your practice
- 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) Standards¹
- course assignments or subject audits.

You will need to identify where this evidence is located and, if necessary, share it with others, such as your tutors. You may wish to attach copies of 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 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.

¹ *The Qualified Teacher Status Standards 2009 (No.25)*
www.wales.gov.uk/docs/legislation/inforcenonsi/education/030709qtsstandardseng.doc

You and your tutor should also complete the summary of your ITT programme 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.

Looking ahead – reflecting on your future practice

The practice review and development model

As a newly qualified teacher (NQT), the practice review and development (PRD) model will provide the overarching context for your long-term professional development and sets out the professional standards – the Practising Teacher Standards (PTS) – that you will be required to meet at the end of your induction period and throughout your teaching career.

The PRD model aims to raise standards of teaching and improve learner outcomes across Wales by linking together practitioners' professional standards, performance management and professional development into one coherent system.

All practitioners involved in the PRD process will be entitled and expected to collaborate with others to:

- reflect regularly on their practice using nationally agreed descriptions of practice (**the standards**²)
- use such reflections to identify areas for further development
- participate in professional experiences, which will lead to further development in the areas identified, based on evidence of best practice (**professional development**)
- formally record and make available evidence of their participation in this process (**performance management**).

² For NQTs the relevant standards are the Practising Teacher Standards (PTS).

Guidance on completing your Career Entry Profile

The CEP can be completed by hand or electronically by using the template available on the Welsh Government's website at www.wales.gov.uk/educationandskills

If the CEP is completed electronically, it must be printed out and signed by the ITT tutor after completion.

You should retain your CEP as it will form part of your practice review and development portfolio. You will use the portfolio to record progress during your induction.

As the ITT course nears completion, the CEP should be completed and the statements entered agreed between yourself and the ITT provider. When completing 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 (ITT)** is completed and that you and your ITT tutor confirm the discussions and reflections by signing this form.

Part 1: Summary of initial teacher training (ITT)

- 1.1 Training provider/recommending body:** give the name of the ITT provider/recommending body.
- 1.2 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, or distance learning with the Open University, and whether you completed your programme or course of ITT through the medium of Welsh.
- 1.3 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.
- 1.4 Is your training full-time or part-time?:** state whether the programme is full- or part-time.
- 1.5 Date of successful programme completion:** give the month and year in which the award of QTS was recommended.
- 1.6 Age range:** indicate the age ranges or, if applicable, the age range emphasis covered by the ITT course.
- 1.7 Relevant experience gained outside ITT:** this could include any experiences that will be of use in a future teaching role, e.g. previous employment in related fields.

1.8 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.

Part 2: Competence in Welsh (if applicable)

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

Part 3: Practising Teacher Standards

At the end of the induction period you will be required to submit evidence to demonstrate that you meet each of the Practising Teacher Standards (PTS).

This part of the CEP gives you the opportunity to consider with your tutor how your experiences to date have prepared you for induction. This will provide a starting point for you to build on as you develop and strengthen further evidence during induction.

This also allows you to reflect on any further support or development needs you feel that you might need in order to make your teaching practice more effective. These should be shared with your induction tutor when you meet at the start of the induction process.

For ease of reference, the PTS have been divided into the following sections:

1. Professional values and attributes
2. Professional knowledge and understanding
3. Professional skills.

The standards are reproduced in full at Appendix 1.

For each of the above sections you should enter some brief notes to indicate the following.

- **Preparation:** how your ITT experiences have prepared you to begin meeting these standards in your induction.
- **Development needs:** what you think your priorities for further development are to help you to meet these standards by the end of your induction.

Part 4: Confirmation of discussion and reflection with your ITT tutor

Both you and your ITT tutor should sign the **Confirmation of discussion and reflection with you ITT tutor** which also confirms that the information on the **Summary of initial teacher training (ITT)** is correct.

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

Appendix 1: Practising Teacher Standards

Teachers should meet the following Practising Teacher Standards (PTS) at the end of the induction period and continue to meet them throughout their teaching career.

Professional values and attributes

1. Appreciate the diverse needs of children and young people.
2. Value fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. Have high expectations of children and young people in order to improve outcomes and well-being for all learners.
4. Value the importance of building positive relationships between home and school
5. Value the active involvement of children and young people in their progress, development and well-being.
6. Value the active involvement of parents and carers in the progress, development and well-being of children and young people.
7. Value and celebrate the contribution children and young people make within their communities.
8. Appreciate and value the contribution that support staff and other professionals make to the learning, development and well-being of children and young people.
9. Be actively involved in professional networks and learning communities which share and test beliefs and understandings with colleagues and contribute to the wider development of the school and profession.
10. Value the improvement of practice through reflection and taking responsibility for continuing professional development.
11. Have high expectations with regard to Welsh-language development in the context of the bilingual nature of Wales.

Professional knowledge and understanding

12. Maintain an up-to-date knowledge and understanding of the professional duties and responsibilities of teachers and the statutory framework within which they work.
13. Understand the national education policy context in Wales and the Welsh Government's national priorities for education, including an understanding of the principles of the Cwricwlwm Cymreig and how it should inform and shape their practice.
14. Use understanding of the expectations, organizational arrangements and pedagogical approach in the key stages or phases before and/or after the ones they teach to inform their practice and planning.
15. Understand the key factors that affect children and young people's learning and well-being.
16. Maintain an up-to-date understanding of their subjects/curriculum areas and related pedagogy in order to inform practice.
17. Understand their role in improving literacy and numeracy skills across the curriculum.
18. Maintain knowledge and learning in ICT to support teaching, learning and in their wider professional role.
19. Understand and apply the *SEN Code of Practice for Wales* to meet the diverse needs of learners.
20. Understand when appropriate and how to seek information, advice and support from internal and external sources including procedures on safeguarding.
21. Have a knowledge of a range of strategies and know how to use them to promote good behaviour and create a purposeful learning environment.
22. Understand how the United Nations Convention on the Rights of the Child and the Children and Young People's Participation Standards for Wales can be used to inform practice and improve learner outcomes.
23. Understand the expectations in the curriculum with regard to Welsh-medium provision and/or Welsh Second Language.

Professional skills

Planning and target setting

24. Set challenging teaching and learning objectives that are guided by informed expectations of individual learners based on knowledge of the expected standards of the relevant age group and the range and content of work appropriate to learners in that age group.
25. Use teaching and learning objectives to plan lessons, and sequences of lessons, which clearly show how learners' knowledge, skills and understanding will be assessed.
26. Personalise learning in order to address individual needs including seeking the views of learners on what would help them achieve their potential.
27. Identify resources to support learning that will stimulate and motivate all learners to achieve desired outcomes.
28. Work effectively as a team member and collaborate with colleagues to plan work and establish targets.
29. Plan for support staff to be appropriately involved in supporting learning and ensure they understand the roles they are expected to fulfil.
30. Plan appropriate opportunities for children and young people to learn in settings beyond the classroom.
31. Manage and prioritise time effectively within their wider professional role.
32. Instigate and maintain effective communication with children, young people, and their parents/carers.

Monitoring and assessment

33. Use a range of monitoring and assessment strategies, including both formative and summative assessment, to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
34. Meet the assessment requirements and arrangements for the subjects/curriculum areas and phases within which they teach, including those relating to public examinations and qualifications.
35. Use monitoring and assessment to identify and support learners including: those with additional learning needs; more able and talented learners; learners working below age-related expectations; learners failing to achieve their potential; and learners with behavioural, emotional and social difficulties.
36. Involve learners in target setting and in reflecting upon and evaluating their performance.
37. Monitor and record learners' progress and achievements to provide evidence of the range of their work, progress and attainment over time whilst taking account of the participation and views of the learner.
38. Provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
39. Provide colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development using supporting records and other evidence.

Teaching and managing learning

40. Establish and maintain effective learning environments where all learners feel safe, secure and confident.
41. Teach the required and expected skills, knowledge and understanding relevant to the needs of the learner making appropriate use of relevant national guidance.
42. Make effective personalised provision in their teaching including taking practical account of diversity and promoting equality and inclusion.
43. Challenge instances of prejudice, stereotyping, bullying and harassment, in line with school policies and procedures.
44. Teach clearly structured lessons or sequences of work so that all learners understand and meet the intended learning objectives.
45. Employ appropriate teaching strategies which develop all learners' capacity to work collaboratively and independently.
46. Build on the varying experiences, achievements and interests of learners to help them make progress.
47. Manage teaching and learning time effectively.
48. Manage the physical learning environment, equipment, materials, texts and other resources safely and effectively.
49. Employ appropriate teaching strategies to secure positive behaviour.
50. Employ appropriate teaching strategies to promote the well-being of children and young people.
51. Employ appropriate teaching strategies to promote good progress and outcomes for learners over a sustained period of time.
52. Use ICT effectively in teaching and learning.
53. Encourage learners to progress independently by providing activities or other out-of-school study which consolidates and extends work carried out in school.
54. Work co-operatively and collaboratively with other teachers and colleagues, including those from external agencies, to enhance the learning and well-being of those they teach.
55. Promote learners' understanding of the bilingual nature of Wales and develop their bilingual skills as appropriate.

Appendix 2: Career Entry Profile

Name:

Part 1: Summary of initial teacher training (ITT)

| | |
|---|----------------------------|
| 1.1 Training provider/recommending body | 1.2 Title of ITT programme |
|---|----------------------------|

| | |
|---|--|
| 1.3 Length of programme in years and months | 1.4 Is your training full-time or part-time? |
|---|--|

1.5 Date of successful programme completion

1.6 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

1.7 Relevant experience gained outside ITT

1.8 Other information about the ITT programme¹

¹ 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), pastoral or extra-curricular experiences.

Part 2: Competence in Welsh² (if applicable)

Part 3: Practising Teacher Standards

Please refer to the guidance on completing your CEP to assist you in completing Part 3.

Section 1: Professional values and attributes (standards 1–11)

1. Preparation

2. Development needs

² Please provide a brief assessment covering both written and verbal skills, including experience of first and second language teaching.

Section 2: Professional knowledge and understanding (standards 12–23)

1. Preparation

2. Development needs

Section 3: Professional skills

a) Planning and target setting (standards 24–32)

1. Preparation

2. Development needs

Section 3: Professional skills (continued)
b) Monitoring and assessment (standards 33–39)

1. Preparation

2. Development needs

Section 3: Professional skills (continued)

c) Teaching and managing learning (standards 40–55)

1. Preparation

2. Development needs

Part 4: Confirmation of discussion and reflection 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 (ITT)** is correct.

| | |
|------------------------------|-----------|
| Signature of trainee teacher | Date |
| Name (in block capitals) | |
| Signature of ITT tutor | Date |
| Name (in block capitals) | Job title |

Note:

- In signing this confirmation, ITT tutors are not at the same time confirming that QTS has been awarded.
- The trainee teacher should retain their CEP.
- ITT tutors should retain a copy 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.