

Career Entry and Development Profile Companion Guide

A Guide for ITT Tutors and Induction Tutors



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Introduction

Who is the companion guide for?

This guide is for initial teacher training (ITT) tutors working with trainees/teachers, and for induction tutors in schools working with newly qualified teachers (NQTs) during their induction period. This guide provides information and guidance to support engagement in the Career Entry and Development Profile (CEDP) process.

What is the purpose of the guide?

The guide provides background information for tutors on the key principles of the CEDP process, as well as guidance for each CEDP transition point, making it clear how their role supports that of their trainees/NQTs. It also offers direction to help shape the meetings and discussions which should take place at each of the transition points.

How should the guide be used?

The guide will support tutors in their role throughout the whole CEDP process, and it will be most useful if used alongside the CEDP which is available to download on the TDA [website](#)

This guide is not intended to be exhaustive or prescriptive, as meetings between tutors and a trainee/teacher will take different formats. This guide provides suggestions and examples to support tutors and makes clear their responsibilities during the CEDP process.

Background

The move from being a trainee to a qualified teacher is an exciting and challenging time where skills and knowledge are applied in the classroom. The support of an induction tutor and the facility to reflect on teaching experiences during this transition stage are considered to be essential.

The CEDP process sits alongside the [national statutory induction](#) arrangements and is designed to support trainees/teachers through this transition and throughout their induction period. It is intended to guide their professional development and reflections, and to help trainees/teachers play an active role in their own induction. It provides an opportunity for teachers to make constructive connections between ITT and induction as they move from training into their first teaching post. Additionally the guide prompts trainees/teachers to record and reflect on their achievements and goals, and to look ahead to their future teaching career.

The CEDP is not an assessment tool and should not be used as such. Reflection is involved in completing the CEDP and it is designed to help trainees and NQTs monitor their progress towards particular standards and outcomes. Statutory assessment processes should be conducted separately from the CEDP, and the process of gathering evidence to demonstrate that particular standards have been met should be done via a separate ITT or induction portfolio.

The CEDP belongs to the trainee/NQT and they have the main responsibility for using it in the context of preparing for induction and in preparation for meetings with ITT/induction tutors at a series of transition points. The CEDP process is designed to encourage tutor-supported review and action planning with a sound and trusting partnership between the trainee/NQT and their ITT/induction tutor playing a crucial part. Such partnership ensures that trainees/NQTs maximise the opportunity for their own professional development through productive conversations with their tutors.

The structure of the CEDP

The CEDP process is structured around three key transition points' which will take the form of a conversation between the trainee/NQT and their ITT/induction tutor:

- [Transition point 1](#) will occur towards the end of ITT when, supported by their **ITT tutor**, trainee teachers are encouraged to reflect on how early professional development might allow them to build on their strengths, interests and achievements. Questions should be designed to prompt trainees to consider gaining more experience or expertise in areas where development opportunities have been limited. This reflection will allow trainees to identify ways that they can obtain the experience or expertise lacking from these areas and to build on their training during their induction period.
- [Transition point 2](#) will take place at the beginning of induction, where NQTs will be supported by their school-based **induction tutor**. Here, the emphasis will be on sharing the discussions that took place at transition point 1 and identifying any other professional development needs arising from their new teaching context. This review will culminate in an agreed **action plan** which will highlight the NQT's professional development objectives for the induction period.
- [Transition point 3](#) will be planned to take place towards the end of induction. NQTs, supported by their **induction tutor**, will review their progress towards the objectives set at transition point 2 and the agreed action plan. They should be prompted to reflect on their time as an NQT and the progress they have made. NQTs should be encouraged to look ahead and consider what they would like to achieve next in their teaching career and how to build on their experiences and achievements to date.

At each of these transition points, as the trainee/NQT reflects on their progress and their future learning and development, they will be prompted by a set of questions - a sample of which is outlined in the CEDP. Please note this is not an exhaustive list and is intended merely as a starting point to shape discussions.

A record of the discussions can be maintained in paper copy or electronically, paragraphs or bullet points – the CEDP is designed to be flexible to fit in with the diverse needs of different teachers.

Some useful formats for recording responses to questions can be found here:

- [CEDP - Transition point 1 \(50KB\)](#)
- [CEDP - Transition point 2 \(44KB\)](#)
- [CEDP - Transition point 3 \(39KB\)](#)

Roles and responsibilities

The following offers guidance to ITT tutors working with trainees at transition point 1.

Transition point 1

ITT tutors may wish to:

- introduce trainees to the CEDP and discuss how it might be used during their induction period, emphasising that trainees/NQTs have ownership of the document. Tutors should help trainees to play an active role in their own induction, and help them make the links between their experiences during ITT and their role during the induction period. This might involve helping trainees to:
 - reflect on their achievements, strengths and interests during training
 - reflect on aspects of their training where they would like more experience or to develop further expertise
 - explore the support or development opportunities that might help trainees move forward with their priorities, and towards meeting the core standards
 - identify priorities for development during their induction year
 - look ahead to the core standards that every NQT is required to meet by the end of their induction period, and start to think about the professional development experiences that they might need to help them meet these standards, and
 - understand their statutory entitlements, making sure they are aware of their rights to a reduced timetable, an induction tutor, and an individual programme of support and mentoring.

Trainees might draw upon a range of evidence which could include:

- teaching observation reports
- examples of planning
- audits of their progress towards meeting standards for qualified teacher status
- course assignments, and
- subject audits.

As priorities may change once an individual takes up a first teaching post, it may not be appropriate at transition point 1 to set objectives or prepare an action plan. This will be covered at transition point 2 with their induction tutor.

At the end of the meeting the ITT tutor and trainee teacher may wish to sign to confirm that discussions have taken place.

Questions for ITT tutors to consider

- How familiar am I with the statutory induction arrangements and, in particular, the NQT's role in these?
- Am I clear about the level and expectations of the core standards and the progression from the QTS to the core standards?
- How do I encourage the trainee to reflect on their strengths, developments and key achievements during their training, and become familiar with the CEDP?
- How do I help the trainee to prepare for the induction phase of their career?

The following offers guidance to induction tutors working with NQTs

Transition point 2

This meeting should take place between the NQT and their induction tutor as soon as possible. At this stage the NQT will have been awarded QTS, which must include passing the professional skills tests.

NQTs will continue to take ownership of the CEDP. It is the responsibility of both parties to initiate discussion and conversation at transition point 2.

During the induction period all NQTs have the support of an induction tutor. Induction tutors should work with an NQT through the CEDP process to build on strengths and priorities for development that have been identified using transition point 1 of the NQT's CEDP, while recognising new or different development needs arising from the NQT's first teaching post.

Indeed, since starting their teaching post, new priorities may have emerged and NQTs could find they have different needs to those identified at transition point 1, which could be as a result of:

- the pupils they are teaching, e.g. their attainment levels, the proportion of pupils who are gifted and talented or who have special educational needs, the number of pupils who speak English as an additional language
- the context of the school, e.g. its phase, size, geographical area, organisation
- the subject(s) and year group(s) they are teaching
- the curriculum they are teaching or the schemes of work they are expected to use, and
- the resources to which they have access to support pupils' learning.

These issues should be considered during transition point 2 discussions together with any responsibilities the NQT may have and the imperatives of any school improvement plan.

The responsibility of the induction tutor at this meeting is to:

- discuss transition point 1 (and the associated conversations which will have taken place with their ITT tutor)
- discuss the NQT's priorities for development in the context of their new teaching post and in relation to the core standards
- work with the NQT to set objectives and construct an action plan for their forthcoming induction year which both the induction tutor and the NQT should agree and sign off, and
- in doing the above, encourage the NQT to draw upon existing evidence which documents their progress/achievements/development/strengths and weaknesses, which could include:
 - the notes they made at transition point 1, and the evidence and reasons for them
 - the information they have been given about the school and their role, and
 - any additional experience they have gained between being awarded QTS and starting their induction period.

Transition Point 2 Check list for Induction tutors

Activity	Completed
Ensure that NQTs are aware of their statutory induction rights, including the support of an induction tutor throughout	
Discuss transition point 1 dialogue, supporting the NQT to share outcomes of the conversations which occurred with their ITT tutor	
Invite the NQT to discuss their aspirations and goals in the context of their new post	
Encourage the trainee to think about their aspirations for the entire induction period, and future teaching career	
Work with the NQT to set professional development objectives, and an induction action plan, which will underpin their induction year	
Encourage the trainee to keep a record of this induction action plan	
Support the trainee in completing their CEDP up to transition point 2	
Discuss the process by which core standards will be monitored and confirmed as successfully achieved	
Agree to support agreed activities in the NQTs action plan, and sign this off together with the NQT	
Sign the confirmation document for transition point 2 (located in the NQT's CEDP)	

Action planning

Successful action planning is a key element of the CEDP process during the induction year. It is the induction tutor's responsibility to help guide the NQT through this process, ensuring that the goals and objectives set are well considered, achievable and time related.

An effective action plan should:

- contain between three and five objectives that will enable an NQT to build on their identified strengths, and support their needs and development aspirations in the context of their first teaching post and school
- be phrased clearly, and be focused, realistic and achievable with the resources available
- include success criteria against which the NQT can judge whether they have achieved each objective. These should be identified before decisions are made on actions to be taken, should describe how it will be evident that the NQT has achieved their objectives, and should be phrased clearly in relation to the NQT's objectives
- include the actions that the NQT, and potentially others in school, need to take to achieve the objectives, and an indication of who needs to do what. The actions should identify exactly what is to be done, who will do it and who will provide support
- state the resources that will be needed to support the plan, including the time that will be allocated for the agreed professional development activities for the NQT
- set target dates for achieving these objectives, which should be realistic and manageable, and
- include review dates when progress will next be evaluated, which should normally be every six to eight weeks.

Further information about setting objectives and writing action plans during the induction period can be found on the [TDA website](#)

Transition point 3

This final transition point will take place at the end of an NQT's induction period. This stage of the CEDP process is designed to help NQTs to review and reflect on their professional development over the entire induction period, take stock of how much they have achieved, and consider their future career aspirations. At this meeting NQTs will begin to focus on their continuing professional development (CPD) needs for the next few years of teaching and the transition to the school's performance management arrangements.

The responsibilities of the induction tutor at this meeting are to:

- support NQTs in evaluating their entire induction support programme
- encourage NQTs to reflect on their induction period, looking at the records of review meetings with their induction tutor and considering how well they have achieved the professional development objectives set at transition point 2, noting any that were not met and why they think this was
- reflect on the induction period with the NQT including both their successes and achievements
- support NQTs in reflecting on their learning as a teacher during the induction year, and identify the conditions which enable them to develop and learn most successfully, as well as looking at the challenges they have faced in their learning
- invite NQTs to consider their development goals and CPD for their second year of teaching
- encourage NQTs to look forward, considering their options for future professional and career development in order to help them identify some longer-term professional development objectives and begin to identify training and development priorities for their future as a teacher, and
- talk with the NQT about how they plan to record their future CPD beyond the CEDP process and their induction period.

Transition point 3 may still include further action planning even though this will also take place with the NQT's line manager in the context of the school's performance management arrangements.

Transition Point 3 Check list for induction tutors

Activity	Completed
Engage in a discussion with the NQT to evaluate their induction support programme as a whole	
Encourage reflection on the NQT's successes and achievements during the induction year	
Reflect on where the NQT feels their learning has been most successful, as well as looking at any unsuccessful/challenging learning experiences and reasons for these	
Discuss plans for future CPD going into the second year of teaching, future career aspirations during year 2 and beyond, and towards meeting the core standards	
Discuss with the NQT how they intend to engage in CPD post-induction, and help them to identify any development and training priorities, both personal and in the context of the school development plan/performance management systems	
Encourage the NQT to think about how they will record their CPD in the future after the CEDP process comes to an end, and in the context of the post-threshold standards	
Support the NQT in completing the CEDP up to transition point 3	
Sign the confirmation document for transition point 3	

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