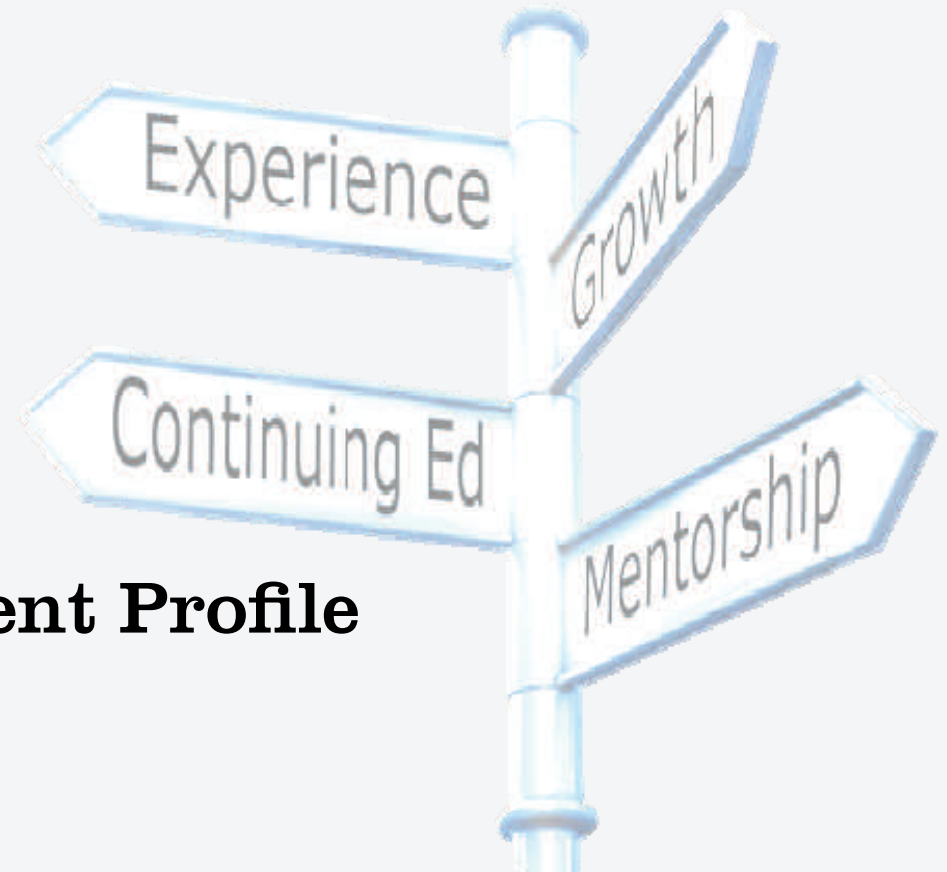




NQT	
ITT Provider	
Teacher reference number	



Career Entry and Development Profile (CEDP)

2014-15



The Induction Period

What is it?

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

- ♦ An individual programme of professional development and monitoring;
- ♦ Assessment against Teachers' Standards.

The standards for NQT induction are available on the DfE website – www.gov.uk/government/collections/teachers-standards.

The induction period lasts for the equivalent of three school terms. You must complete the induction period successfully to continue teaching in a maintained school or non-maintained special school in England.

The NQT induction page of the DfE website, www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts may answer many of your questions together with providing more detailed information about the statutory induction period.

What does it involve?

During your induction period you will be supported by:

- ♦ An individual programme of planned professional development;
- ♦ Career entry and development profile (CEDP) designed to help you think about your professional development at key points;
- ♦ An Induction Tutor assigned to you;
- ♦ Regular observed teaching, recommended at least once every half term, by your Induction Tutor and/or by others as appropriate;
- ♦ Discussions at least once every half term at which you and your Induction Tutor review your professional progress;
- ♦ A reduction of 10% of your teaching timetable in relation to the other main-scale teachers in addition to the guaranteed planning, preparation and assessment (PPA) time that all teachers receive;
- ♦ Formal assessment meetings at the end of each term with your Induction Tutor and/or head teacher;

After the third meeting, a recommendation will be made to the National College of Teaching and Leadership (NCTL) on whether you have passed the induction period.

Who can I contact for support?

School: Your Induction Tutor or Headteacher

Local Authority/Teaching School: Appropriate body that your school has registered with

ITT Provider: Kate Hudson via NQT@beds.ac.uk

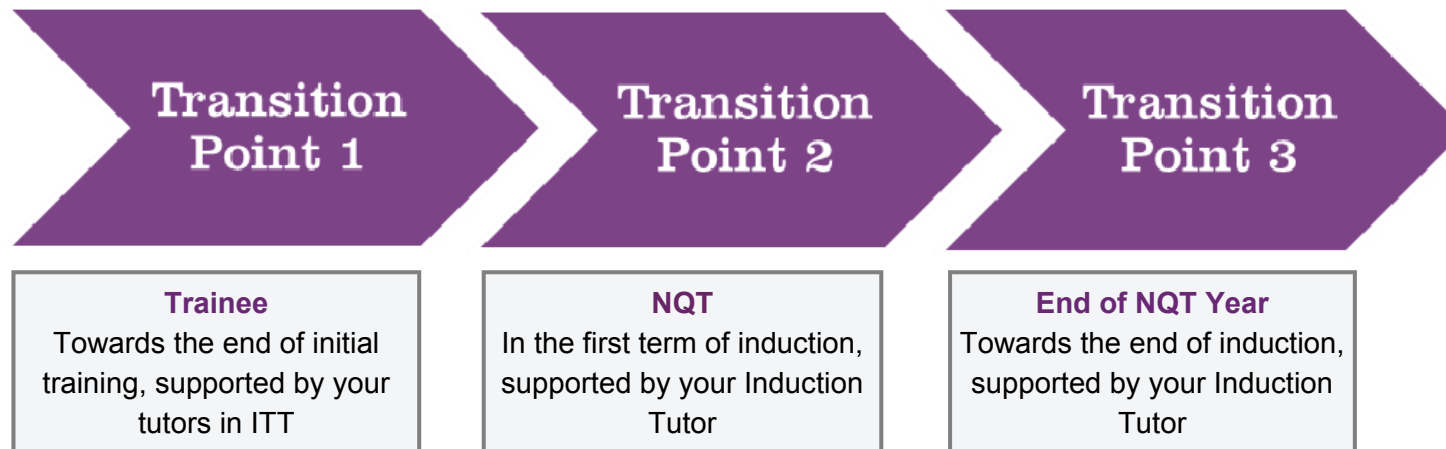
>>>>> Career Entry Development Profile

What is it?

The CEDP is designed to help you think about your professional development at key points. It is a structured document to be developed throughout your

Using the CEDP

The profile is built around three Transition Points:



At each Transition Point there is a set of questions designed to help you reflect on your progress and think about your future learning and development.

You have the main responsibility for working on your CEDP and you will use the input from your tutors in ITT and your Induction Tutor to help.

The profile is flexible and encourages you to decide how to make your notes. You are not expected to write lengthy responses unless you want to. You can write in paragraphs or bullet points, handwritten or word-processed, as you prefer.

In addition to noting responses at each of the three Transition Points, you should collect evidence to support your reflections, achievements and plans.

Transition Point 1

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

Checklist at Transition Point 1. You will:	Complete
Reflect on the strengths in your practice so that you can build on them during induction	
Work collaboratively with your tutors on the CEDP process	
Take responsibility for engaging with the process and for noting responses	
Make your own notes to record your reflections and discussions	
Identify your key achievements	
Think about your aspirations for your teaching in the future	
Identify areas where you want to build up your expertise or where your development so far has been more limited	
Together with your tutor, sign to confirm that Transition Point 1 discussions have taken place	

Questions to support your reflections at Transition Point 1

(This is not an exhaustive list of questions and you may want to add more.)

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

- ♦ *What has led to your interest in these areas?*
- ♦ *How would you like to develop these interests?*

2) Do you have any thoughts about how you would like to see your career develop?

- ♦ *As you look ahead to your career in teaching, do you have longer-term professional aspirations and goals?*

Check: How well have you:

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

NQT's current strengths	Relevant Teachers' Standards
- Why do you think this? - Give examples of your achievements in these areas.	

NQT's aspects to address	Relevant Teachers' Standards
- Are there aspects of teaching about which you feel less confident, or where you have had limited opportunities to gain experience? - Do you have areas of particular strength or interest that you would like to build on further? - Which of these areas do you particularly hope to develop during your induction period? - For any aspect you identify here, please specify what your success criteria might be (and where your evidence might come from) that will help you and your Induction Tutor understand the progress that you are making.	

>>>>> What should I do next?

Signed:

Signature of trainee teacher:	Date:
Signature on behalf of ITT Provider:	Date:
Name (block capitals)	
Job title:	

N.B. A copy of this will be collected by you ITT provider and shared with your induction school.

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

Checklist for the transition from ITT to NQT	Complete
Visit the school where you will undertake your induction	
Read any documentation you have been given and ask for more if you need it	
Contact your Induction Tutor, and give him or her a copy of the outcomes from Transition Point 1 of your CEDP and complete Transition Point 1 Action Plan	
Ensure that your school has registered you as an NQT with an appropriate body for induction (this may be the local authority)	

Transition Point 1 Action Plan

Completed at the start of your induction with your Induction Tutor

Who will provide support?	What will the support be?	When is it available?	

Specific Action Areas / Objectives NQT priorities for action to improve impact on student progress.	Success Criteria (must be SMART (Specific, Measurable, Achievable, Realistic, Time-bound)– and refer to the nature of the evidence that will be produced and when)	Teachers' Standards	Who is responsible?

Signed:

NQT		Date:
Induction Tutor		

Transition Point 2

Towards the end of term 1 and through term 2 supported by your Induction Tutor

Checklist at Transition Point 2. You will:	Complete
Review the targets set with your Induction Tutor following Transition Point 1 – consider what evidence you have that you have met them	
Use CEDP Transition Point 2 to start thinking about your progress so far and consider what you would like to achieve in the future	
Share with your induction tutor your strengths, achievements, development priorities and ambitions, and any new needs arising from the context of your class(es) and school	
Think about how these points relate to, build on or differ from your responses at Transition Point 1, and discuss your thinking with your Induction Tutor	
Set professional development objectives and start to plan your individualised support programme with your Induction Tutor	
Maintain a record of your induction action plan	
Check: How well have you: - Considered background information about your new school and pupils? - Prepared for your discussions with your Induction Tutor, deciding how to share your CEDP and other supporting information?	

Questions to support your reflections at Transition Point 2

(This is not an exhaustive list of questions and you may want to add your own.)

- At this stage, what do you consider to be the most important professional development priorities for your induction period? Why are these issues the most important for you now? In thinking about this, consider:
 - Your responses at Transition Point 1*
 - The post in which you are starting your induction period*
 - Any feedback you already have from your Induction Tutor or other colleagues, and*
 - Your self-review against the Teachers' Standards*
- How have your priorities changed since Transition Point 1? You may have new needs and areas for development related to:
 - The outcome from your first formal assessment as an NQT, if appropriate*
 - The pupils you are teaching, for example: their attainment levels; the proportion of pupils who are gifted and talented or who have special educational needs; the number of pupils who speak English as an additional language*
 - The context of the school, for example, its phase, size, geographical area, organisation*
 - The subject(s) and year group(s) you are teaching (NQTs should not normally be required to teach subjects and/or age ranges outside their trained specialisms without additional support)*
 - The courses and scheme/s of work you are using*
 - The resources to which you have access in order to support pupils' learning*
 - The responsibility you are taking on (NQTs should not normally be asked to take on additional non-teaching responsibilities without additional support), and your career*



Transition Point 2 First Action Plan

NQT's current strengths	Relevant Teachers' Standards

NQT's aspects to address	Relevant Teachers' Standards

Who will provide support?	What will the support be?	When will it be available?

Transition Point 2 First Action Plan cont.

Specific Action Areas / Objectives NQT priorities for action to improve impact on student progress.	Success Criteria (must be SMART (Specific, Measurable, Achievable, Realistic, Time-bound) – and refer to the nature of the evidence that will be produced and when)	Teachers' Standards	Who is responsible?

Signed:

NQT		Date
Induction Tutor		

Transition Point 2 Review Action Plan

With your Induction Tutor, you will review and revise your action plan/objectives at professional review meetings at least every six to eight weeks throughout your induction period.

NQT's current strengths		Relevant Teachers' Standards
NQT's aspects to address		Relevant Teachers' Standards
Who will provide support?	What will the support be?	When will it be available?



Transition Point Review Action Plan cont.

Specific Action Areas / Objectives NQT priorities for action to improve impact on student progress.	Success Criteria (must be SMART (Specific, Measurable, Achievable, Realistic, Time-bound) – and refer to the nature of the evidence that will be produced and when)	Teachers Standards	Who is responsible?

Signed:

NQT		Date
Induction Tutor		

Transition Point 3

Towards the end of your induction period supported by your Induction Tutor

Checklist at Transition Point 3. You will:	Complete
Reflect on your achievements during your induction period	
Use CEDP Transition Point 3 to start thinking about your longer-term professional development	
Evaluate your induction support programme	
Think about the challenges you have faced as an NQT and reflect on your own learning	
Make notes to record your reflections	
Focus on your continuing professional development objectives for the second year of teaching	
Prepare for involvement in the school's appraisal arrangements	
Consider how you will maintain your continuing professional development and review records	

Questions to support your reflections at Transition Point 3

(This is not an exhaustive list of questions and you may want to add your own.)

- Thinking back over your induction period, what do you feel have been your achievements as an NQT?
 - What have been your key learning moments?*
 - What prompted your learning on these occasions?*
 - Which aspects of your induction support programme have you particularly valued and why?*
- Thinking ahead to the class(es) you will teach and the responsibilities you will be taking on next year, what do you feel are the priorities for your development over the next two or three years?
 - What options are you currently considering for professional and career progression?*
 - Why are you interested in extending your expertise in this way?*
 - What could you do to move towards achieving these ambitions?*

Check: How well have you:

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

Signed:

NQT		Date
Induction Tutor		