Notes of guidance for the completion of the Career Entry Profile

Guidance
Welsh Assembly Government Circular No: 004/2009
Date of issue: March 2009
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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
Learning Improvement and Professional Development Division
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Cardiff
CF10 3NQ
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Fax 029 2082 6109
E-mail: inductioninfo@wales.gsi.gov.uk

**Further copies**
Further copies of the Career Entry Profile are available from the contact details above.

**Related documents**
- Becoming a Qualified Teacher: Handbook of Guidance, National Assembly for Wales Circular No: 41/2006, Date of Issue: October 2006.
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Notes of guidance for the completion of the Career Entry Profile
March 2009
Guidance Circular No: 004/2009
Summary

Notes of Guidance for the Completion of the Career Entry Profile

Professional Development for Teachers

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

The Career Entry Profile (DfTE Information Document No: 073-2009) 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 Assembly Government Circular 41/2006, 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  
  - NO
- Meet with trainee teacher to discuss their experiences during ITT and identify the key points in relation to their teaching  
  - YES  
  - NO
- Check that the information on the ‘Summary of your Initial Teacher Training’ form is correct  
  - YES  
  - NO
- Sign the ‘Confirmation of the Discussions and Reflections with your ITT Tutor’  
  - YES  
  - NO

**Trainee Teacher/NQT**

- Meet with ITT tutor to discuss their experiences during ITT and identify the key points in relation to their teaching  
  - YES  
  - NO
- Complete the ‘Summary of your Initial Teacher Training’ form  
  - YES  
  - NO
- Sign the ‘Confirmation of the discussions and reflections with your ITT Tutor’ form  
  - YES  
  - NO
- Share the CEP with the school where they start their Induction period  
  - 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
**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](http://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.

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1 See Welsh Assembly Government Circular 41/2006, 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.
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](http://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.
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.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills).

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 13-14 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 15 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 17 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 28 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

QTS Standards

S1. Professional values and practice

To gain QTS, trainees must show that they understand and uphold the principles of the General Teaching Council for Wales’s ‘Statement of Professional Values and Practice’ by demonstrating all of the following:

S1.1 They understand the diverse learning needs of pupils and endeavour to provide the best possible education for them to maximise their potential, whatever their individual aspirations, personal circumstances or cultural, linguistic, religious and ethnic backgrounds.

S1.2 They demonstrate the professionalism to motivate and inspire pupils and secure their intellectual and personal development ensuring that relationships with pupils are built on mutual trust and respect.

S1.3 They demonstrate combinations of professional characteristics which aim to motivate and inspire pupils and secure their intellectual and personal development.

S1.4 They recognise the importance of communicating information and expectations clearly and sensitively to parents and guardians and of fostering positive relationships between home and school.

S1.5 They endeavour to promote the place of the school within the wider community.

S1.6 They recognise and understand the contribution provided by and needed from support staff and other professionals in the learning process.

S1.7 They are able to contribute to the wider development of the school and profession and are aware of the importance of maintaining up-to-date professional knowledge, understanding and skills and are able to reflect on their own practice. They recognise their own needs and take responsibility for their continuing professional development.
S1.8 They are aware of, and work within, the statutory frameworks relating to teachers’ responsibilities.

S2. Knowledge and understanding

To gain QTS, trainees must demonstrate all of the following:

S2.1 They have a secure knowledge and understanding of the subject(s) they are trained to teach. For those qualifying to teach secondary pupils this knowledge and understanding should be at a standard equivalent to degree level. In relation to specific phases, this includes:

(a) For the Foundation Phase

- they know and understand the Framework for Children’s Learning in the Foundation Phase as it is developed by the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) or, following its abolition on 1 April 2006 the National Assembly
- they know and understand the seven areas of learning that will form the Foundation Phase curriculum, which are: Personal and Social Development and Well Being; Language, Literacy and Communication Skills; Mathematical Development; Bilingualism and Multi-cultural Understanding; Knowledge and Understanding of the World; Physical Development; Creative Development
- they make good use of any guidance produced by ACCAC before 1 April 2006, or provided by the National Assembly to support the development of the seven areas of learning and an assessment continuum
- they know and understand the most recent national guidance on literacy and numeracy, for example that set out in the joint Welsh Office/Estyn framework documents *Raising Standards of Literacy in Primary Schools* and *Raising Standards of Numeracy in Primary Schools*. 
(b) For Key Stage 1\textsuperscript{Ref 2} and/or Key Stage 2

- they know and understand the national curriculum for mathematics, science, and English; and, for those on ITT courses run through the medium of Welsh, Welsh (as a first language)
- they have sufficient understanding of a range of work across the following subjects
  - history
  - geography
  - information technology (ICT)
  - art
  - design and technology
  - performing arts
  - physical education
  - Welsh as a second language
  - personal and social education (PSE)
  - religious education
to be able to teach them in the age range for which they are trained, with advice from an experienced colleague where necessary
- they know and understand the most recent national guidance on literacy and numeracy, for example that set out in the joint Welsh Office/Estyn framework documents \textit{Raising Standards of Literacy in Primary Schools} and \textit{Raising Standards of Numeracy in Primary Schools}
- if their courses cover early years and reception, they have a detailed knowledge of ACCAC’s \textit{Desirable Outcomes for Children’s Learning on Entering Compulsory Education}.

(c) For Key Stage 3

- they know and understand the relevant National Curriculum Programme(s) of Study
• if they are qualifying to teach one or more of the core subjects, they are familiar with the principles of *Aiming for Excellence in Key Stage 3* and with the subsequent guidance materials *Raising Standards in Literacy* and *Numeracy and Raising Standards in Information and Communication Technology*

• they know and understand the common requirements of the National Curriculum and are familiar with the guidance set out in *Aiming for Excellence in Key Stage 3*.

(d) For Key Stage 4 and post-16

• they must, if their courses cover Key Stage 4, know and understand the relevant National Curriculum Programme(s) of Study

• they are aware of the Learning Pathways for progression through the 14-19 phase in school, college and work-based settings

• they are aware that Learning Pathways include programmes from several domains including the statutory national curriculum requirements at Key Stage 4, the Learning Core and wider experiences

• they are familiar with the Key Skills as specified by ACCAC before 1 April 2006 of by the National Assembly and the National Qualifications Framework

• they know the progression within and from their own subject and the range of qualifications to which their subject contributes

• they understand how courses are combined in students’ curricula.

S2.2 They know and understand the National Curriculum aims and guidelines; in particular:-

• they know and understand the values, aims and purposes and the general teaching requirements set out in the Introduction to the School Curriculum in Wales
they 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)

as relevant to the age range they are trained to teach, they are familiar with the Personal and Social Education Framework (PSE) and A Framework for Work-Related Education for 14 to 19-Year-Olds in Wales (WRE)

they are familiar with the most recent national guidance on the promotion of Education for Sustainable Development and Global Citizenship.

S2.3 They are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.

S2.4 They understand how pupils’ learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.

S2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role.

S2.6 They understand their responsibilities under the SEN Code of Practice for Wales, and know how to seek advice from specialists on less common types of special educational needs.

S2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.

S3: Teaching

S3.1 Planning, expectations and targets

To gain QTS, trainees must demonstrate all of the following:

S3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes. They base these on their knowledge of:-
(a) the pupils;
(b) evidence of their past and current achievement;
(c) the expected standards for pupils of the relevant age range; and
(d) the range and content of work relevant to pupils in that age range.

S3.1.2 They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils’ learning. They take account of and support pupils’ varying needs so that girls and boys, from all ethnic groups, can make good progress.

S3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils’ interests and their language and cultural backgrounds, with the help of support staff where appropriate.

S3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils’ learning.

S3.1.5 As relevant to the age range they are trained to teach, they are able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

S3.2 Monitoring and assessment

To gain QTS, trainees must demonstrate all of the following:

S3.2.1 They make appropriate use of a range of monitoring and assessment strategies to evaluate pupils’ progress towards planned learning objectives, and use this information to improve their own planning and teaching.

S3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.
S3.2.3 They are able to assess pupils’ progress accurately using, as relevant, the early learning goals, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum assessment frameworks or objectives from the relevant guidance. They may have guidance from an experienced teacher where appropriate.

S3.2.4 They identify and support more able and talented pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.

S3.2.5 With the help of an experienced teacher, they can identify the levels of attainment of pupils learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home. They begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

S3.2.6 They record pupils’ progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning.

S3.2.7 They are able to use records as a basis for reporting on pupils’ attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

S3.3 Teaching and class management

To gain QTS, trainees must demonstrate all of the following:

S3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.

S3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the
age range for which they are trained and make appropriate use of the Curriculum Cymreig. In relation to specific phases:

(a) those qualifying to teach Foundation Phase children teach competently and independently the seven areas of learning that will form the Foundation Phase curriculum and which are covered in the Framework for Children’s Learning in the Foundation Phase as it is developed by the national Assembly;

(b) those qualifying to teach pupils in Key Stage 1 and/or Key Stage 2 teach the core subjects - mathematics, science, English; and, for those on ITT courses run through the medium of Welsh, Welsh (as a first language) - competently and independently. They also teach, for either Key Stage 1 or Key Stage 2, a range of work across the following subjects:-
- history
- geography
- information technology (ICT)
- art
- design and technology
- performing arts
- physical education
- Welsh as a second language

independently, with advice from an experienced colleague where appropriate;

(c) those qualifying to teach Key Stage 3 pupils teach their specialist subject(s) competently and independently using the National Curriculum Programmes of Study for Key Stage 3 and the relevant guidance. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the Aiming for Excellence in Key Stage 3 guidance. All those qualifying to teach a subject at Key Stage 3 must be able to use the common requirements, such as literacy and numeracy, in their teaching, as appropriate to their specialist subject;

(d) those qualifying to teach Key Stage 4 and post-16 pupils teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National
Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications. They also provide opportunities for pupils to develop the Key Skills specified by ACCAC before it was abolished on 1 April 2006, or by the National Assembly.

S3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils and which:
- make learning objectives clear to pupils
- employ interactive teaching methods and collaborative group work
- promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning.

S3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and talented, and those with special educational needs. They may have guidance from an experienced teacher where appropriate.

S3.3.5 They are able to support those pupils learning English or Welsh where this is the language in which they are being taught and is different from the language or form of language of their home, with the help of an experienced teacher where appropriate.

S3.3.6 They take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.

S3.3.7 They organise and manage teaching and learning time effectively.

S3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.

S3.3.9 They set high expectations for pupils’ behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils’ behaviour constructively, and promote self-control and independence.

S3.3.10 They use ICT effectively in their teaching.
S3.3.11 They can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.

S3.3.12 They can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.

S3.3.13 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils’ learning.

S3.3.14 They recognise and respond effectively to social inclusion and equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

S3.3.15 They take appropriate opportunities to promote and teach education for sustainable development and global citizenship in all relevant aspects of their teaching.
References

1. The Foundation Phase is organised into seven areas of learning rather than into subjects. Throughout this document, references to ‘subjects’ include these areas of learning.

2. Key Stage 1 courses may continue to be offered while the National Curriculum at Key Stage 1 remains in place. Providers will be aware that the introduction of the Foundation Phase means that the National Curriculum at Key Stage 1 will no longer exist (in its current form) at a point to be decided. It will be combined with the early years to form a new phase. The existing Desirable Outcomes will be integrated with KS1 to form a statutory curriculum for the new foundation phase for children from 3-7 years. The Foundation Phase will be introduced gradually, over a period of time through a rolling programme to ensure adequate provision and support is in place. The pilot commenced in September 2004. From September 2008 it is envisaged that all settings providing education for 3-7 year olds will have introduced the Foundation Phase.

3. Key Stage 1 courses may continue to be offered while the National Curriculum at Key Stage 1 remains in place. Providers will be aware that the introduction of the Foundation Phase means that the National Curriculum at Key Stage 1 will no longer exist (in its current form) at a point to be decided. It will be combined with the early years to form a new phase. The existing Desirable Outcomes will be integrated with KS1 to form a statutory curriculum for the new foundation phase for children from 3-7 years. The Foundation Phase will be introduced gradually, over a period of time through a rolling programme to ensure adequate provision and support is in place. The pilot commenced in September 2004. From September 2008 it is envisaged that all settings providing education for 3-7 year olds will have introduced the Foundation Phase.

4. This could include work-related learning.
End of Induction Standard

In order to complete Induction successfully, the NQT must continue consistently to meet the Standards for the Award of QTS (pages 16-26) 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.

3 Reproduced from Welsh Assembly Government Circular No: 15/2008
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 16-26) in an employment context; and

b. met the End of Induction Standard (pages 27-28).

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.
Notes of guidance for the completion of the Career Entry Profile
March 2009
Guidance Circular
No: 004/2009