



# Transition Document and Career Entry and Development Profile **EXAMPLE**

**Name:**

**Programme:**

**Subject Specialism / Phase:**

## **Leeds Beckett University (LBU) Transition Document and Career Entry and Development Profile (CEDP)**

The LBU TD-CEDP aims to set out a range of information which will demonstrate the breadth of training undertaken and your individual progress, confidence and competence to date in key aspects of your training.

The LBU TD-CEDP will be shared with both your employment-based and LBU-based Induction Tutors during your first year after graduation, and will form a key document to support you in planning your professional development during your NQT Development and Enhancement Programme and Induction Year.

The strengths and targets identified in The LBU TD-CEDP will be identified and agreed based on **rigorous reflection** upon, and discussion of, progress at the final stage of your initial teacher training. The following documents provide a range of evidence of particular strengths against all of the Teachers' Standards:

- Lesson Observation Feedback Forms
- Module feedback Forms
- Standards Logs
- Subject Knowledge files
- E-portfolios

## Teaching Experiences

<b>Educational Setting</b> <small>List name of your placement schools throughout your course</small>	<b>Date</b>	<b>School context / Your class</b> <i>(you can also include other non-placement involvement in schools)</i>
Year 3 (school name)		Y2 class in an inner city school; High percentage of SEN children
Year 2		
Year1		

## Key Expectations of Newly Qualified Teachers

### Teachers' Standards 2012 PART ONE: TEACHING

<b>1 Set high expectations which inspire, motivate and challenge pupils</b>	
<p><b>A teacher must:</b></p> <ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>	
<p><b>Experience</b> Looking back through your standards file; Lesson Observation Feedback Forms; Standards Logs; Subject Knowledge files; E-portfolios state briefly how you addressed this standard – e.g.</p> <ul style="list-style-type: none"> <li>• Pupils are able to work in an environment which fosters mutual respect and are encouraged to support and help each other</li> <li>• A stimulating environment - examples of display resources and use of other resources, pupils are delivering tasks set</li> <li>• Observation in the wider school environment e.g. learning walks</li> <li>• Professional conversations with pupils</li> </ul>	<p><b>Strengths</b> List your strengths in relation to this standard</p> <p><b>Areas for further development</b> List your developmental needs in relation to this standard – e.g. observe good practice, shadowing experienced teachers, developing strategies to consistently promote high expectations</p>



**3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**Experience**

- Lesson observations, short and medium term planning shows secure curriculum and subject knowledge
- Promotes high expectations and stimulates pupil interest in learning
- Addresses misconceptions and sets high expectations of all pupils
- Makes effective use of feedback to enhance learning
- Pupils gain inspiration for learning through the classroom environment
- Updates their own knowledge and understanding of the subject through research, school visits and accessing CPD opportunities
- Takes responsibility to promote high standards of literacy amongst pupils which can be observed through their effort and attainment
- Oracy and literacy is promoted across the curriculum along with the correct use of standard English.
- Takes an active part in phonics training
  
- For Primary, early reading and mathematics – deploys appropriate teaching strategies, makes appropriate use of equipment and props

**Strengths**  
List your strengths in relation to this standard

**Areas for further development**  
List your developmental needs in relation to this standard – e.g.  
Go on courses to develop further knowledge in identified areas related to this standard; Gain more experience in oracy and literacy across the curriculum along with the correct use of standard English.  
Attend appropriate CPD courses  
Professional conversations with mentor

**4 Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**Experience**

- Schemes of work, sample of lesson plans and evaluations show effective use of lesson time
- Lessons engage pupils and lesson pace is brisk
- Lessons promote Intellectual curiosity
- Talk partners are used effectively to engage and stimulate pupils
- Homework is appropriately set, marked with clear feedback given to pupils
- Out-of-class activities are planned with imagination to enhance understanding of new concepts and extend pupils knowledge
- Engages in reflection by making systematic use of lesson evaluations and assessment to inform planning and teaching which may result in changed approaches in lesson delivery
- Plenaries are used effectively
- Pupils take ownership of their own learning
- Sets open ended tasks to promote pupil participation
- Attends planning and participation in meetings to contribute to curriculum design

**Strengths**

List your strengths in relation to this standard

**Areas for further development**

List your developmental needs in relation to this standard – e.g.  
Observation in the classroom; More experience with scrutiny of pupils’ books  
Record of reflective log; More practice with assessment records (formative and summative); Discussions with Induction Tutor/mentor

**5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**Experience**

- Uses prior knowledge of pupils to inform planning and differentiation, appropriate modifications are made to cater for learner needs
- Peer group support is used for stretching pupils and offering additional support
- Is mindful during planning for different learning styles
- Schemes of work contain additional information for implementing differentiation
- Lesson plans show differentiation – demonstrate the different learning needs of pupils and includes the intervention strategies used for SEND and EAL pupils
- Participation in team meetings to update information on individual pupil needs
- Lesson Observation includes comments on differentiation and care taken to address factors inhibiting learner needs
- Through effective use of marking and targets setting, engages individual learners in taking ownership of their learning
- Is knowledgeable about the different stages of child development
- Makes effective use of questioning Makes effective use of other adults and resources to support SEND and EAL pupils
- Is aware of and uses school systems and policies to support learners

**Strengths**

List your strengths in relation to this standard

**Areas for further development**

List your developmental needs in relation to this standard – e.g Development of strategies for differentiation; Continue to expand on knowledge and understanding about SEND and EAL;



**7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**Experience**

- Working within the school's framework for behaviour, can apply rules and routines consistently and fairly.
- Show understanding about a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively and consistently to promote high expectations regarding behaviour
- Can establish good behaviour to create an environment that is conducive to learning and use the school sanctions, rewards and praise appropriately to promote progress in learning
- Behaviour contributes to a smooth transition during lessons and beyond
- Understand that good behaviour is dependent on engaging learners through planning challenging lessons that incorporate strategies for all learners and is linked to assessment
- Are aware of applying appropriate behavior strategies in a range of situations in and out of the classroom - during breaks and lunchtimes, in class time, in assemblies, and in extra –curricular activities including during performances and trips
- Know where to seek additional support in order to address the needs of pupils with challenging behaviour

**Strengths**

List your strengths in relation to this standard

**Areas for further development**

List your developmental needs in relation to this standard – e.g  
Continue to develop effective strategies for promoting behaviour; Go on appropriate CPD courses aimed at handling challenging behaviour;

<b>8 Fulfil wider professional responsibilities</b>	
<ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>	
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Support the ethos of the school and are willing to contribute to the wider life of the school in appropriate ways</li> <li>• Demonstrate that they are able to work collaboratively with colleagues on a regular basis and build strong professional relationships</li> <li>• Collaborate with support staff, understand their roles and deploy them effectively to support learners</li> <li>• Value the feedback they receive from more experienced colleagues, using it to inform their teaching and to further their development</li> <li>• Identify opportunities to develop their own professional learning and respond positively to feedback they receive</li> <li>• Take on board the responsibility to communicate, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being. Including parents' evenings and through school reports</li> </ul>	<p><b>Strengths</b> List your strengths in relation to this standard</p> <p><b>Areas for further development</b> List your developmental needs in relation to this standard – e.g Gain more ideas about how to contribute effectively to the wider life of the school; More experience in working with parents; Develop skills for contributing to team work to engage more effectively with colleagues.</p>

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### Experience

- Maintain high standards of ethics and behaviour, within and outside school, collaborate with the wider school community
- Take pride in your work and care about the professionalism – are confident, well-presented (dress code) and show a friendly and courteous approach to pupils
- Build professional relationships, treat pupils with respect and are aware of their boundaries
- Understand issues related to safeguarding and health and safety awareness, including Prevent Duty, safe use of the internet e.g. Facebook/social media - they who to seek advice from.
- Have been involved in promoting British values in their planning and teaching and extracurricular activity. They show regard for democracy, mutual respect and the rule of law.
- Observe the school policy on punctuality and attendance
- Are familiar with the professional duties of teachers as set out in the School;

### Strengths

List your strengths in relation to this standard

### Areas for further development

List your developmental needs in relation to this standard – e.g  
See items listed on the left as a prompt and identify your individual training needs. E.g.  
Do more research on teachers' pay and conditions document; gain practical understanding about the statutory professional responsibilities including the requirement to promote equal opportunities and providing reasonable adjustments for pupils with disabilities, in line with the current Equalities Legislation; More information on appropriate legislation

<p>Teachers' pay and conditions document</p> <ul style="list-style-type: none"><li>• Understand their statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, in line with the current Equalities Legislation.</li></ul>	
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**Signed (Trainee):**

**Date:**

**Signed: (Personal Tutor/Course Leader):**

**Date:**

**Additional Comments to support trainee's reflections upon key focus areas**

**Signed: (Course / Programme Leader):**

**Date:**