

The Career Entry Profile

Section A: Summary of the Beginning Teacher's Initial Teacher Education (ITE)	
Name of Beginning Teacher	
'A' Level/Equivalent Qualifications	
Degree Qualifications Please specify all undergraduate degree modules, other than ITE qualifications	
Additional Relevant Qualifications	
Relevant Employment/Work Experience prior to ITE	

ITE Provider			
Title of ITE Course		Date of Completion	
Length of Course		Age Range of Pupils	

Specialist Subjects	
Subsidiary Subjects and Subject Extensions	

School Experience

	Partner School	Start Date – End Date	Year Groups/Levels Taught
1.			
2.			
3.			
4.			

Specific Projects Undertaken E.g. classroom-based research, school-based projects, dissertations, work with special needs pupils.	
Extra Curricular Activities during School Experience	

Signature of HEI Representative		Date	
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Section B: Competence Development during Induction

In this section of the CEP, your HEI based tutor will, as a starting point, agree with you a brief summary (both summative and formative) of your current areas of strength in relation to your professional competence as well as helping you to identify areas for further development during induction. The template provided reflects the general areas of competence outlined in the GTCNI publication 'Teaching: the Reflective Profession'. It is essential that section B of the CEP is based on a mutual agreement and reflection taking account of all the professional learning experiences and assessments undertaken during ITE. It also encourages you to take a long term view of your professional development and career planning. The prompt questions that follow will enable you to begin the discussion with your HEI tutor before you get down to the detail of the various professional competence areas.

Questions to Prompt Discussion:

- At this stage, what aspect(s) of teaching do you find most interesting and rewarding?
- What ideas do you have for building on this interest?
- As you approach the end of your teacher education course, what do you consider to be your main strengths and achievements as a teacher?
- Give some examples of your professional strengths including those which show how you are meeting the learning needs of pupils.
- How might you build on these strengths as you move to the induction stage of your early professional development?
- In which areas of teaching would you value further experience in the future?
- As you look ahead to your first post in teaching, you might be thinking about your long-term professional aspirations and goals. Do you have any thoughts at this stage about how you would like to see your career develop?

The areas of professional competence

In this section of the CEP you agree, with your HEI tutor, both areas of strength (summative and formative) and areas of competence development which need to be a focus for your school-based induction. This section should consist of both narrative evaluation statements specific to you as a beginning teacher and clearly expressed areas for further development. Table 1 below is adapted from, 'Teaching: the Reflective Profession' and identifies the situated development of competence that is expected to take place during induction and, as stated earlier, this development is informed by the 'dimensions of development' stated below.

Table 1

Competence development during ITE	Competence development during Induction
Essential knowledge, understanding and skills acquisition along with the principles of basic reflective practice and evaluation.	Application to pupil and classroom context with evaluation and adaptation.

Dimensions of development

These dimensions of development are taken from the GTCNI publication, ‘Teaching: the Reflective Profession’. They emphasise that as you progress in your career you will encounter different challenges and expectations. You should also grow in confidence and begin to share your professional experiences with colleagues as well as learn from them in turn. It can also be anticipated that your professional practice will become progressively more sophisticated and nuanced. This will be evidenced by:

- greater complexity in teaching, for example, in handling mixed-ability classes, or reluctant learners, or classes marked by significant diversity, or inter-disciplinary work;
- the development of a wider range of teaching strategies;
- basing teaching on a wider range of evidence, reading and research;
- extending one’s impact beyond the classroom and fuller participation in the life of the school;
- the capacity to exercise autonomy, to innovate and improvise; and
- a pronounced capacity for self-criticism and self-improvement; the ability to impact on colleagues through mentoring and coaching, modelling good practice, contributing to the literature on teaching and learning and the public discussion of professional issues, leading staff development, all based on the capacity to theorise about policy and practice.

As you progress through induction and EPD towards continuing professional development and the Performance Review and Staff Development (PRSD) process, the above dimensions of development should also guide your own professional reflection and development planning.

Section B1: Beginning Teacher's Areas of Strength

This section is to be agreed by the HEI and the student teacher and to reflect earlier profiling. It is to take account of, and reflect, the GTCNI Code of Values and Professional Practice and the Northern Ireland Teacher Competences as set out in 'Teaching: the Reflective Profession'.

Professional Values and Practice

Professional Knowledge and Understanding

Professional Skills and Application

Section B2: Priorities for Further Development during Induction

To be completed towards the end of the ITE course

Professional Values and Practice

Professional Knowledge and Understanding

Professional Skills and Application

Professional Interests and Aspirations (to be completed by student)

Signature of HEI Representative		Job Title	Formative Profile Tutor
Signature of Student		Date	