

# End of year review and continuing professional development

## Section 6

## Reviewing your first year of teaching

As you come towards the end of your first year of teaching it is important to make time to reflect upon the successes and challenges of the year, and to prepare to move forward confidently into the next stage of your teaching career.

To help you to do this you should look closely at:

- transition points 2 and 3 of your Career Entry and Development Profile and the objectives set for the year;
- your development throughout the year, recorded on the standards self review summary;
- records of professional dialogues;
- any other written feedback from colleagues;
- your termly reviews and assessments;
- your record of professional development during the year.

You could also put a copy of your end of term 3 review at the beginning of this section. This should be the starting point for your continuing professional development.

In consultation with your induction tutor you could use the TDA Core Standards, end of year assessment and end of year self review to help you to focus on your areas of strength and areas for development.

## TDA Core Standards: end of year review

Core Standard	Very good	Good	Satisfactory	Additional comments
<b>Professional attributes</b>				
<b>C1</b> Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.				
<b>C2</b> Hold positive values and attitudes and adopt high standards of behaviour in their professional role				
<b>C3</b> Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity				
<b>C4</b> (a) Communicate effectively with children, young people and colleagues. (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people				
<b>C5</b> Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment				
<b>C6</b> Have a commitment to collaboration and co-operative working where appropriate				
<b>C7</b> Evaluate their performance and be committed to improving their practice through appropriate professional development				
<b>C8</b> Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified				
<b>C9</b> Act upon advice and feedback and be open to coaching and mentoring.				

Core Standard	Very good	Good	Satisfactory	Additional comments
<b>Professional knowledge and understanding</b>				
<b>C10</b> Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.				
<b>C11</b> Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications				
<b>C12</b> Know a range of approaches to assessment, including the importance of formative assessment				
<b>C13</b> Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment				
<b>C14</b> Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement				
<b>C15</b> Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments				
<b>C16</b> Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach				
<b>C17</b> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.				
<b>C18</b> Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.				
<b>C19</b> Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.				

Core Standard	Very good	Good	Satisfactory	Additional comments
<b>C20</b> Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.				
<b>C21</b> Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.				
<b>C22</b> Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people				
<b>C23</b> Know the local arrangements concerning the safeguarding of children and young people.				
<b>C24</b> Know how to identify potential child abuse or neglect and follow safeguarding procedures.				
<b>C25</b> Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.				
<b>Professional skills</b>				
<b>C26.</b> Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.				
<b>C27</b> Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.				
<b>C28</b> Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.				
<b>C29</b> Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.				

Core Standard	Very good	Good	Satisfactory	Additional comments
<p>(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.</p> <p>(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills.</p> <p>(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.</p> <p>(e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.</p>				
<p><b>C30</b> Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.</p>				
<p><b>C31</b> Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.</p>				
<p><b>C32</b> Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</p>				
<p><b>C33</b> Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.</p>				
<p><b>C34</b> Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.</p>				
<p><b>C35</b> Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.</p>				
<p><b>C36</b> Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.</p>				
<p><b>C37</b></p> <p>(a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.</p>				

Core Standard	Very good	Good	Satisfactory	Additional comments
<p>(b) Make use of the local arrangements concerning the safeguarding of children and young people.</p> <p>(c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.</p>				
<p><b>C38</b> (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.</p> <p>(b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.</p>				
<p><b>C39</b> Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.</p>				
<p><b>C40</b> Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.</p>				
<p><b>C41</b> Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfill.</p>				

## Transition Point Three: Looking back at your induction period and thinking about your progress, your support programme and your aspirations for your continuing professional development.

You may wish to record your responses here in note form. Alternatively, the TDA induction website ([www.tda.gov.uk/induction](http://www.tda.gov.uk/induction)) contains sample formats which you may prefer to use to record your responses.

1. Thinking back over your induction period, what do you feel have been your most significant achievements as a newly qualified teacher?

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?

2. How have you built on the strengths you identified at the end of your initial teacher training?

- What evidence is there of your progress in these areas?

3. When you look back over your induction action plans and your records of review meetings, which objectives do you feel have been achieved and why?

- Are there any areas where you are less satisfied with your progress?
- Why is this? What further actions will you take in these areas?
- What further preparation or support do you feel you will need?

4. Have any of the objectives, aspirations and goals that you outlined at Transition Points 1 and 2 not been addressed during your induction period?

- How could you take these forward into the next stage of your career?

5. 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 professional development over the next two or three years?

6. 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 help you move towards achieving these ambitions?

## Transition Point Three

Date

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Note down your response to the questions, where you might find evidence to support your thinking, and/or the reasoning that led you to this response:

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Summary check – How well have you:

- Reflected back on your professional development so far – how have your initial teacher training 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?

# Career Entry and Development Profile

## Supplementary support materials

Recording reflections and discussions at transition point three.

## Transition Point Three: towards the end of induction

Looking back at your induction period and thinking about your progress, your support programme and your aspirations for your continuing professional development.

The key moments for my learning during the induction period.

What I learnt	What Prompted my learning	Why this learning was particularly significant for me

## Transition Point Three: towards the end of induction

Thinking about my professional development and the progress I have made during my induction period.

My strengths and achievements at the end of ITT and the start of induction	How I have built on these strengths during my induction period	How do I know this?

## Transition Point Three: towards the end of induction

Key achievements during my induction period, and areas where I am less satisfied with my progress.

Highlights	Reasons for success

Lowlights	Possible reasons for making less progress in this area

Key issues for the second year of teaching	Support opportunities I would find helpful

## Transition Point Three: towards the end of induction

Return to priorities identified at the end of ITT and/or the beginning of induction.

Priorities which have been addressed during my induction period	Further development needs and interests in these areas	Ways in which I could focus on these priorities during my second year of teaching

Priorities which have not been fully addressed during my induction period	Further development needs and interests in these areas	Ways in which I could focus on these priorities during my second year of teaching

## Identifying objectives for your second year and third year of teaching

It is important that every teacher throughout their career reflects upon their practice and works towards agreed developed objectives.

This process should take into account:

- your individual needs established by your end of year review;
- school priorities as identified in your school development plan or post-Ofsted action plan;
- training priorities which have been identified nationally, focusing on particular needs,
- for example literacy, numeracy, ICT, special educational needs.

The objectives set will form the basis for your Performance Management during the second year of your career.

## Transition Point Three: towards the end of induction

Looking ahead to the second and third year teaching.

Professional development needs for the next two to three years	Reasons why I have identified these needs	Support that would help me in these areas

## Transition Point Three: towards the end of induction

Evaluating my induction support programme.

Forms of support I have valued	Reasons why this support has been so valuable

Forms of support which have been less helpful	Reasons why this support has not worked so well

## Successful completion of the induction period

Insert here:

- your induction period summary statement;
- the letter from the Council confirming your successful completion of the induction period.

## National standards for the teaching profession

Part of your ongoing professional development will include management responsibilities such as subject leader, key stage co-ordinator, assistant head of a faculty, department or year group.

You will find it helpful to think about your professional development needs in relation to the necessary management skills needed for these roles.

National standards have been developed for:

- the award of qualified teacher status (QTS);
- Core teachers (C)
- Post Threshold Teachers (P)
- special educational needs co-ordinators (SENCOs);
- subject leaders;
- Advanced Skills Teacher (A)
- Excellent Teacher Status (E)
- Headteachers.

The main aims of the national standards are to:

- set out clear expectations for teachers at key points in the profession;
- help teachers at different points in the profession to plan and monitor their development, training and performance effectively, and to set clear, relevant objectives for improving their effectiveness;
- ensure that the focus at every point is on improving the achievement of pupils and the quality of their education;
- provide a basis for the professional recognition of teachers' expertise and achievements;
- help providers of professional development to plan and provide high quality, relevant training which meets the needs of individual teachers and headteachers, makes good use of their time and has the maximum benefit for pupils.

These standards are available on the TDA website: [www.tda.gov.uk](http://www.tda.gov.uk)

## Maintaining a professional portfolio throughout your career

As you move into your second year of teaching you can continue to support your own professional development through the Wigan Professional Development Record. This portfolio will help you to:

- recognise and celebrate your achievements;
- identify your professional development needs;
- map your career progression;
- chart progress against the Training and Development Agency standards;
- encourage reflection on professional capability;
- influence the development of your school.

The record can be used to increase awareness of the aims and vision of the school. It can help establish teacher targets set through the appraisal process and within school development and improvement plans. It can also provide a useful process for working towards the Investors in People standard.

Ask your staff development manager how you can obtain a copy of the Professional Development Portfolio.

The Professional Development Record is available on the Wigan Council Intranet.