Early Career Teacher Transition Record

**Name:**

**Title of ITE programme:**

**Specialist subject:**

**Length of programme: Part-time or full-time:**

**Date of successful programme completion:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Ages ranges covered during training** (**ü**): | | | | | |
| Foundation Stage |  | Key Stage 1 |  | Key Stage 2 |  |
|  |  |  |  |  |  |
| Key Stage 3 |  | Key Stage 4 |  | Post 16 |  |
|  | | | | | |

**BCU teachers demonstrate four key characteristics:**

***Committed to:***

* Being outstanding teachers
* Creating a vibrant learning environment in which all learners will thrive
* Meeting the needs of all learners and their communities
* Taking responsibility for their own professional development and learning
* Having excellent subject and pedagogical knowledge

***Creative in:***

* Inspiring and motivating all learners
* Developing learning and teaching through research and evidence
* Overcoming disadvantage and barriers to learning
* Developing the impact of their professional practice

***Confident to:***

* Act as leaders of learning
* Adapt flexibly and proactively to change
* Work effectively with all partners in learning
* Demonstrate responsibility and be accountable for their professional actions and decisions

***Collaborative by:***

* Understanding that authentic and effective collaboration is an essential element of professional practice
* Working effectively with expert teachers across partner organisations
* Working with peers and subject / phase experts to develop effective curricula
* Embodying the ethos and vision of partner organisations in their professional role
* In-practice discourses which develop and deepen critical reflection within a community of professional learning

**Education Modules undertaken during training:**

|  |  |
| --- | --- |
| **Title** | **Date completed:** |
|  |  |
|  |  |
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|  |  |

**School Based Training overview:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Placement phase/number** | **Date** | **School Context** | **Year group(s) taught** | **Curriculum taught** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Additional School Experience:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **School Context:** | **Interaction with year groups** | **Summary of experience** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Reflections at the end of your training:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| BCU key themes | Early Career Framework | Strengths/achievements | Areas for development | How will you achieve this? (To be shared with mentor) |
| How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.  How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.  How trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing.  How trainees plan and assess learning to ensure that all pupils make progress.  How trainees implement effective adaptive teaching approaches to support all learners, including SEN and EAL learners.  How trainees have developed professional behaviours and contribute effectively to the wider life of the school. | Building a productive classroom environment  (High expectations and managing behaviour)  (TS1, 7) |  |  |  |
| Supporting learning and development  (How pupils learn and adaptive teaching)  (TS2, 5) |  |  |  |
| Understanding curriculum and assessment  (Subject and curriculum, classroom practice and assessment)  (TS3, 4, 6) |  |  |  |
| Being a learning professional  (Professional behaviours)  (TS8) |  |  |  |

Discussion with ITE tutor

*Academic achievements:*

*Curriculum and pedagogical knowledge:*

*Knowledge of different school contexts (comment on understanding of issues such as teaching different genders, priorities related to different stages of development, Pupil Premium, SEND, EAL, working with high attainers etc.):*

*Professional behaviours (in University and School Based training):*

*Aspirations / areas of specific interest when in substantive teaching role:*

**Date of meeting: Trainee signature:**

**Name of ITE tutor: Signature: Job title:**

# Meeting in employing school (ECF 1)

**Employing school details:**

**Name of mentor: Date of initial discussion with school mentor:**

**Identify four targets that link with the comments shared earlier in the reflections section:**

|  |  |  |
| --- | --- | --- |
|  | **Target** | **Corresponding area of Early Career Framework** |
| School specific and linked to school development plan |  |  |
| Subject or phase specific |  |  |
| Professional development |  |  |
| Specific area of interest / professional development |  |  |

**Early Career Teacher signature:**

**Mentor signature:**