



**East Midlands Assessment
Consortium - EMAC**

Professional Development Portfolio

Name:

CONTENTS

- A) Introduction and Rationale** [*see insert 'Maintaining a Professional Portfolio' TTA from Career entry Profile supplementary materials*]
- B) CV - Personal Details**
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- D) CV - Career History(previous employment and job descriptions)**
- E) CV - Previous teaching Posts held in chronological order**
- F) CV - Record of pre-course school experience**
- G) CV - Relevant Training and Course Attendance**
- H) Absence Record (Current year)**
- I) Record of School Placements (a +b)**
- J) Profile for Qualified Teacher Status including guidelines for usage**
Separate file to be kept for collation of observations and planning all to be coded as per key in Profile and stored in numerical order.
- K) Career Entry Development Profile**
To include three transition points
- L) Teacher's Standards Framework**
Currently under review by DfES
- M) Collation of evidence (observations, planning, courses etc) for Performance management and Threshold. Sub-divided to include:**
- Knowledge and Understanding**
- Pupils and progress**
- Professional Characteristics**
- Teaching and Assessment**
- Wider Professional Effectiveness**

SECTION A

Introduction and Rationale

The Professional Development Portfolio is a confidential document. Its use would enable the safe keeping of documentation useful throughout a teacher's career. It enables the teacher/ trainee teacher to collect material and records, which reflect the work, which has been undertaken over time. This can inform and help in the preparation of an application form and interview. Similarly, maintaining and using such a portfolio is a way of using skills developed, knowledge gained and experiences encountered to help identify needs and priorities and map out professional development. The evidence gathered can be used to support professional reviews and discussion throughout a teaching career - namely Threshold and Performance Management. Analysis of strengths and areas for development can help a professional become more reflective on their practice. (See attached document)

SECTION B**PERSONAL DETAILS**

Please type or use black ink / black ballpoint. Use block letters for section A. Attach a separate sheet for other sections where necessary. Evidence of qualifications will be required from the successful candidate.

SECTION A Personal Details

| | | | |
|---|----------------------|-------------------------------------|---------------------------------|
| Surname: | | First Name(s): | |
| Title (Mr./Mrs./Miss/Ms/Other): | | Previous name(s) (if any) | |
| <u>Home Address</u> | | Home Tel and Code No | |
| | | Work Tel and Code No | |
| | | Mobile No | e-mail address |
| Post Code | Date of Birth | Contact in case of emergency | |
| DfES Number | | | |
| GTC Number | | | |
| NI number | | CRB Check | Enter date when complete |
| | | Enhanced | Section 99 |
| Minibus Licence / other licences | | | |
| Medication | | | |
| QTS Skills Test reference numbers with dates when PASSED | | | |
| Maths | | | |
| English | | | |
| ICT | | | |
| Teaching Qualification (PGCE, GTP or other) | | | |
| Type of Teacher Training (KS1/FS, KS2/KS1, KS2/3, Secondary, KS4, Post 16) | | | |
| Specialist subjects if relevant | | | |
| | | | |

SECTION C (a)

EDUCATION AND TRAINING

Previous and ongoing education

| From | To | Full/ Part time | School/ College of FE | Qualifications obtained (subject and level) | Exam Board |
|-------------|-----------|--------------------------------|------------------------------|--|-------------------|
| | | | | | |

University/ College Professional / Other Qualifications)

| From | To | Full/ Part time | College/ University | Qualifications Obtained | Class | Date |
|-------------|-----------|--------------------------------|----------------------------|--------------------------------|--------------|-------------|
| | | | | | | |

SECTION C(b)**Membership of Professional Institutions**

| <u>Institution</u> | <u>Class of Membership</u> | <u>Year of Election</u> |
|---------------------------|-----------------------------------|--------------------------------|
| | | |
| | | |
| | | |
| | | |

SECTION D**Previous Employment and Job Descriptions***in chronological order*

| <u>Title of Post with brief description of post</u> | <u>Skills</u> | <u>Place of work</u> | <u>From</u> <i>Month and Year</i> | <u>To</u> |
|--|----------------------|-----------------------------|---|------------------|
| | | | | |

SECTION F**Record of pre course school experience**

Voluntary or paid

| | | |
|--------------------------|--|-------|
| <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To</i> | Role: |
| <u>Head Teacher</u> | | |
| <u>Telephone Number</u> | | |
| <u>Teacher mentor(s)</u> | | |
| <u>Tutor Mentor(s)</u> | | |
| <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To</i> | Role: |
| <u>Head Teacher</u> | | |
| <u>Telephone Number</u> | | |
| <u>Teacher mentor(s)</u> | | |
| <u>Tutor Mentor(s)</u> | | |
| <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To</i> | Role: |
| <u>Head Teacher</u> | | |
| <u>Telephone Number</u> | | |
| <u>Teacher mentor(s)</u> | | |
| <u>Tutor Mentor(s)</u> | | |

SECTION G RELEVANT TRAINING AND COURSE ATTENDANCE
including Conferences
in chronological order

| <u>Title of Course</u> <i>indicate if Award bearing</i> | <u>From</u> <i>Month and Year</i> | <u>To</u> |
|--|---|------------------|
| | | |

SECTION H Mark one day's absence with a black cross/ Half days with 1/2

| Month | September | October | November | December | January | February | March | April | May | June | July | August |
|-------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|------|--------|
| Day | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | |
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| 14 | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | |
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| 24 | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | |
| 26 | | | | | | | | | | | | |
| 27 | | | | | | | | | | | | |
| 28 | | | | | | | | | | | | |
| 29 | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | |
| 31 | | | | | | | | | | | | |

Absence Record Year 2.....
Name.....

SECTION I (a)

Record of School Placements

| |
|--------------|
| Name: |
|--------------|

| | | | |
|---------------------------------|--|---------------------------------|--|
| <u>Title of Course</u> | <u>e.g. F/r or FT PGCE GTP 3 year prog 4 year prog</u> | | |
| <u>Year of entry</u> | <u>Details of Programme</u> | | |
| <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To:</i> <i>Age range taught:</i> | <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To:</i> <i>Age range taught:</i> |
| <u>Head Teacher</u> | | <u>Head Teacher</u> | |
| <u>Telephone Number</u> | | <u>Telephone Number</u> | |
| <u>Teacher mentor(s)</u> | | <u>Teacher mentor(s)</u> | |
| <u>Tutor Mentor(s)</u> | | <u>Tutor Mentor(s)</u> | |
| <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To:</i> <i>Age range taught:</i> | <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To:</i> <i>Age range taught:</i> |
| <u>Head Teacher</u> | | <u>Head Teacher</u> | |
| <u>Telephone Number</u> | | <u>Telephone Number</u> | |
| <u>Teacher mentor(s)</u> | | <u>Teacher mentor(s)</u> | |
| <u>Tutor Mentor(s)</u> | | <u>Tutor Mentor(s)</u> | |
| <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To:</i> <i>Age range taught:</i> | <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To:</i> <i>Age range taught:</i> |
| <u>Head Teacher</u> | | <u>Head Teacher</u> | |
| <u>Telephone Number</u> | | <u>Telephone Number</u> | |
| <u>Teacher mentor(s)</u> | | <u>Teacher mentor(s)</u> | |
| <u>Tutor Mentor(s)</u> | | <u>Tutor Mentor(s)</u> | |

SECTION I (b)

Record of School Placements

| |
|--------------|
| Name: |
|--------------|

| | | | |
|---------------------------------|--|---------------------------------|--|
| <u>Title of Course</u> | <u>e.g. F/r or FT PGCE GTP 3 year prog 4 year prog</u> | | |
| <u>Year of entry</u> | <u>Details of Programme</u> | | |
| <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To:</i> <i>Age range taught:</i> | <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To:</i> <i>Age range taught:</i> |
| <u>Head Teacher</u> | | <u>Head Teacher</u> | |
| <u>Telephone Number</u> | | <u>Telephone Number</u> | |
| <u>Teacher mentor(s)</u> | | <u>Teacher mentor(s)</u> | |
| <u>Tutor Mentor(s)</u> | | <u>Tutor Mentor(s)</u> | |
| <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To:</i> <i>Age range taught:</i> | <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To:</i> <i>Age range taught:</i> |
| <u>Head Teacher</u> | | <u>Head Teacher</u> | |
| <u>Telephone Number</u> | | <u>Telephone Number</u> | |
| <u>Teacher mentor(s)</u> | | <u>Teacher mentor(s)</u> | |
| <u>Tutor Mentor(s)</u> | | <u>Tutor Mentor(s)</u> | |
| <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To:</i> <i>Age range taught:</i> | <u>School</u> | <u>Dates of placement</u> <i>From:</i> <i>To:</i> <i>Age range taught:</i> |
| <u>Head Teacher</u> | | <u>Head Teacher</u> | |
| <u>Telephone Number</u> | | <u>Telephone Number</u> | |
| <u>Teacher mentor(s)</u> | | <u>Teacher mentor(s)</u> | |
| <u>Tutor Mentor(s)</u> | | <u>Tutor Mentor(s)</u> | |
| <u>Teacher mentor(s)</u> | | <u>Teacher mentor(s)</u> | |
| <u>Tutor Mentor(s)</u> | | <u>Tutor Mentor(s)</u> | |

Building evidence for Performance Management and Threshold

Knowledge and understanding

- Sound and up to date knowledge of good practice
- Knowledge of subjects or specialists insufficient depth to teach effectively
- Account being taken of curriculum developments outside immediate area of interest
- Awareness of relevant national strategies and their incorporation in teaching

- Where am I now?

Where do I want to be?

How will I get there?

Review of progress

Pupils and progress

- School PANDA Information
- Class results / data/ SATs information
- Analysis of Data and targets for class
- Pattern of consistent pupils progress for majority of pupils
- A range of teacher's work represented
- Progress of pupils with different behaviour backgrounds or ability noted

Where am I now?

Where do I want to be?

How will I get there?

Review of progress

Professional Characteristics

- Trust
- Team commitment
- Engages and motivates pupils
- Applies analytical thinking
- Where am I now?

Where do I want to be?

How will I get there?

Review of progress

Teaching and Assessment

- Much of the evidence for this area will be gathered through classroom observations carried out by Head Teacher, Deputy Head Teacher, Subject Co-ordinators, Governors, Ofsted Link Inspectors etc
- Use of knowledge of pupils learning needs to plan consistent and effective lessons and sequences of lessons
- Communication of objectives to children
- Use of time
- Support for pupils with learning difficulties
- Positive behaviour management
- Evaluation of pupils progress
- Use of assessment in everyday teaching
- Reporting on progress
- Where am I now?

Where do I want to be?

How will I get there?

Review of progress

Wider Professional Effectiveness

- Identified professional development -keep records of this
- Helped to formulate Policies of the school
- Uses outcomes of professional development in work
- Professional development has improved teaching and learning
- Sharing of professional development with teams - e.g. staff meeting input
- Where am I now?

Where do I want to be?

How will I get there?

Review of progress