CONTINUING PROFESSIONAL DEVELOPMENT

PORTFOLIO OF EVIDENCE

Personal Details

Name -

School -

Address:

Telephone:

Mobile:

Fax:

e-mail -

DfES Number -

National Insurance Number -

GTC(W) reference number -

Qualifications –

Qualification	Date

Teaching experience -

Teaching experience	Date

Other work experience -

Other work experience	Date

CPD Summary

Course / experience	Date

You might then organise your development experiences into the following sections.

KNOWLEDGE AND UNDERSTANDING - have a thorough and up-to-date knowledge of the teaching of your subject(s) and take account of wider curriculum developments which are relevant to your work.

Development experiences	Evidence

TEACHING AND ASSESSMENT –
- consistently and effectively plan lessons to meet student's learning needs;
- consistently and effectively use a range of appropriate strategies for teaching and classroom management;
- consistently and effectively use information about prior attainment to set well-grounded expectations for students and monitor progress, giving clear and constructive feedback.

Development experiences	Evidence

PUPIL PROGRESS –
Evidence should refer to progress made relative to the pupils' prior attainment, making progress as good or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school based assessment where national tests or examinations are not taken.

Development experiences	Evidence

WIDER PROFESSIONAL EFFECTIVENESS - Outcomes of professional development undertaken in terms of improved teaching or pupils learning; Contributions to the policies and aspirations of the school; Managerial responsibilities.

Development experiences	Evidence

PROFESSIONAL CHARACTERISTICS - Inspire trust and confidence; Building team commitment; Engaging and motivating students; Analytical thinking; Taking positive steps to improve student learning.	
Development experiences	Evidence

Your portfolio should / could also include –
- PM individual plan + other relevant documentation (e.g. self-review).
- Threshold application + written feedback if applicable
- Curriculum vitae
- Letters of application
- Record of absence
- CRB check
- A copy of relevant certificates
- Copies of evaluation forms from courses

In his book the 'Numbers Game', Keith Hedger, referring to the increasing use of data in schools, says, *'Children cannot now pass invisibly through schools without touching the sides.'* The same principle needs to be true for all members of the teaching profession. The use of an evidence portfolio would move some of the way towards achieving this.