

Provide Education



ECT 2021 TOOL KIT TOGETHER GETTING YOU READY TO TEACH



CONTENT

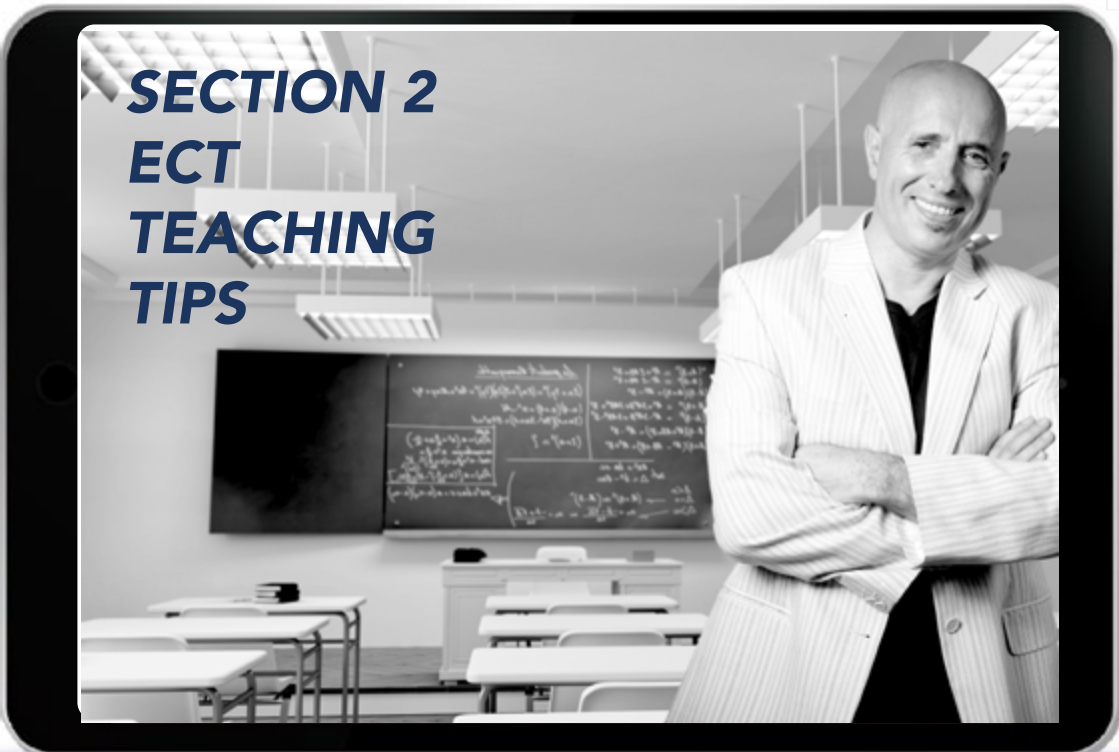


INTRODUCTION

The first steps in your teaching career can be both exciting as well as daunting and with the additional challenge of schools being closed, it may feel overwhelming. We've spoken to many ECTs over the last couple of weeks, most of whom feel confused on how to approach securing a ECT role in September.

We've placed thousands of ECTs over decades and built up a wealth of advice which we share and revise every year. This year it's even more important to prepare yourself for the September start. So, we've created a digital toolkit to help you prepare. The document is interactive, which means you can click on links within the document to read what's most relevant to you.

ECT DIGITAL TOOLKIT



We've also included some key information about Provide Education. We hope you find this information useful, and wish you all the very best in the quest for securing your new teaching

Clickable buttons

95%
ECTs were
employed in
just 3 months
of completing
training.



70% Of
ECTs are still in
the profession
after 5 years.



42% Of
our candidates
have been with
us for more than
5 years.



**SECTION
1**



WHY CHOOSE SUPPLY TEACHING?

Starting your career as an ECT and working as a supply teacher gives you the perfect platform to gain real classroom experience, whilst getting all the support you need to help you through your 2 year induction period. ECTs tell us that going straight into supply work after their final placement is great preparation for the following academic year.

You can work flexibly, get an insight into varying management strategies and cultures at first hand, and try out different year groups. You can develop new skills, enhance your CV and enrich your experience in preparation for your next career move. Consider which year groups, skills, or type of school you wish to gain experience in before applying.

KEY BENEFITS TO SUPPLY TEACHING

- Experience - It will give you inside access to a huge variety of schools to ensure that you pick the right one for your induction.
- Flexibility - You can build your teaching days around your personal life and take full control of work-life balance.
- Variety - You can test drive lots of different classroom settings to see if they are the right fit for your strengths.
- Transition to permanent teaching - Once you start supply teaching, it can make it easier for you to make the move to a permanent role.

Some schools start to recruit for September as early as January. The peak recruitment time is from March to late May. Normally, after this the number of advertisements falls and some ECTs may get their jobs as late as mid-July, however, given the current climate, timescales will need to be adapted depending on government guidance.

TEACHING TIP FOR ECTs



“Opting to do supply teaching as an ECT was quite scary, you wonder how you’re going to secure each placement. Whilst some supply teaching assignments can be for just a few days’ cover, others can be for a term or even a full year. I’ve had 6 relatively long-term assignments; it’s been a great way of realising what type of primary school fits my teaching style.

The people you work with make a big difference too, you’ll never find out the staff culture until you’re there to experience it. My one tip would be to learn from every role and journal how you feel, it’s a great way to reflect on the year”.

Jade, Primary Teacher, Bradford

DIFFERENT TYPES OF SUPPLY TEACHING

TEACHING TIP FOR ECTs



"If you are lucky enough to have a TA, utilise them as much as possible, learn from them too; chances are they will have been doing the job longer than you and they'll have the inside knowledge of the school. Show them respect and gratitude; don't be afraid to delegate, sometimes ECTs hold on to too much administrative tasks, wanting to prove themselves but you'll soon realise the volume of work! In time, offer to help them to develop".

Donna, Primary School, Huddersfield

Daily assignments:

This is where you will be asked to be up and ready on a standby team. Schools can ring for cover from 6.30am and may ask you to attend school that day to cover an absence. It's a good way to keep busy and introduce yourself to the schools in your local area.

Short term assignments:

This can range from a few days up to a few weeks. This is normally pre-arranged and you would be expected to fully commit to the role and attend for the duration.

Long term assignments:

This can range from 6 weeks up to a full academic year and beyond. The expectations of a member of supply staff on a long term assignment differs from school to school. As a general rule, a supply teacher undertaking a long term assignment will be expected to:

- Plan lessons
- Mark work regularly
- Monitor pupils' progress and take part in assessments
- Keep accurate records
- Participate in staff meetings and parents' evenings
- Undertake any duties required by the headteacher

If at any time you are unsure about the duties you are being asked to undertake and need clarification, contact your recruitment agency.

Some schools offer payment for extracurricular activities but this is not guaranteed as these activities are recognised as part of a teacher's role.

CHOOSING THE RIGHT AGENCY FOR YOU

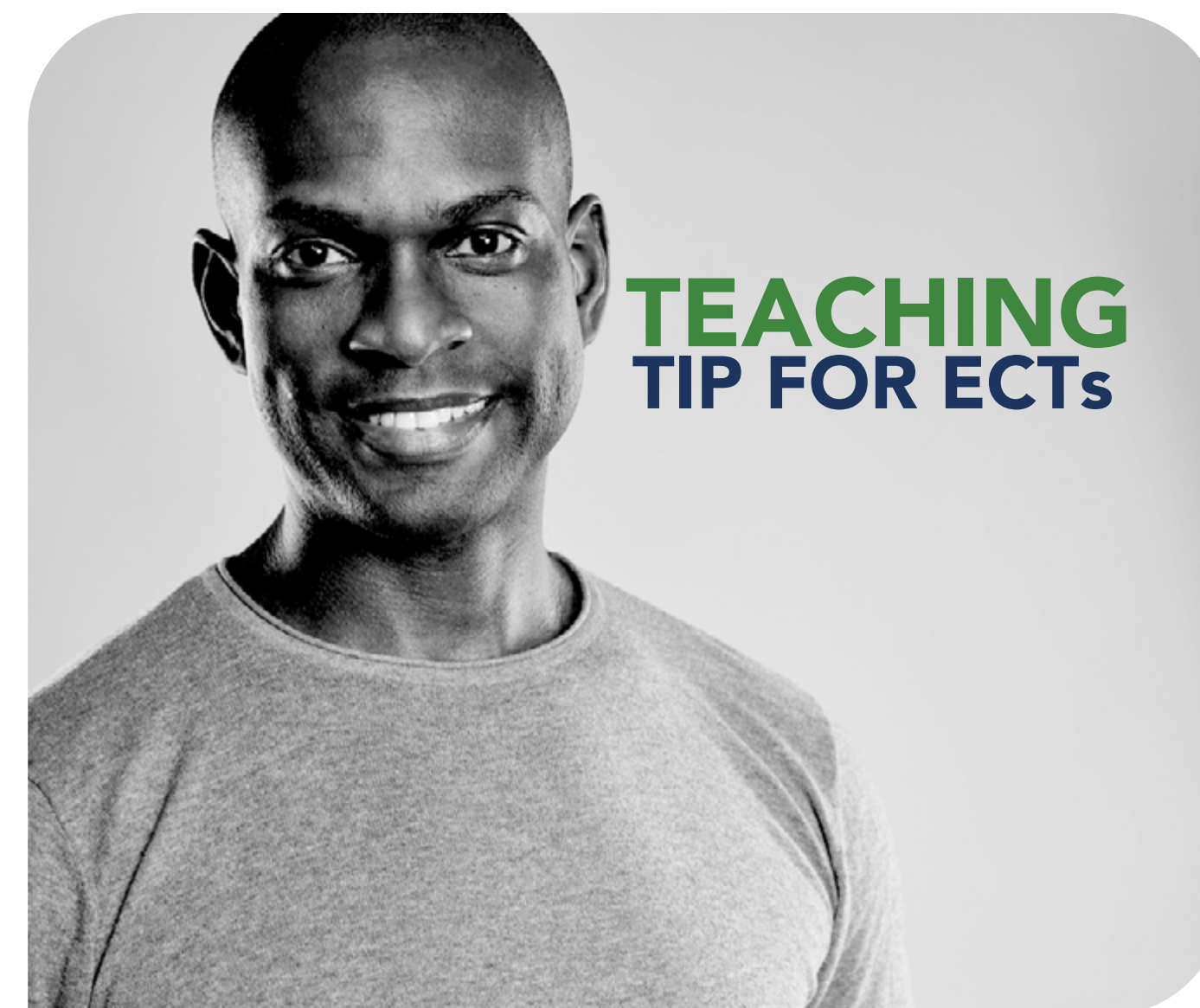
It's important to choose a specialist education recruitment agency who has expert knowledge within the education sector rather than a general recruitment agency. This is because their school network will have a far greater scope, their experience in placing ECTs and knowing how to match the right school to the ECT, will be crucial in you finding the right role. Specialist education recruiters often provide additional services such as CPD support, which you'll find useful.

It's worth taking the time to research several agencies on the internet, look at candidate and client testimonials, check out their latest news to observe how up-to-date they are with the education trends. Observe what information they have on their website which projects as them as experts.

Most agencies will have a list of mandatory documents which you'll need to produce for registration. Given the current Covid-19 restrictions, it's most likely these documents will be scanned to the agency.

Click on the green button to view a complete list of documents you will need to complete the registration process.

Registration Documents



"Research some recruitment agencies before you register, spending the time to choose a good agency will save you time in the future. You don't want to be worried about looking for your next role, that's what a good agency is for, you need to spend your time focused in the classroom and getting organised for lessons."

I enjoy doing daily and short-term assignments, I've signed with Provide Education, and trust them completely to organise my work; don't jump from agency to agency, you'll never build a good rapport or relationship",
David, Secondary School, Wakefield

REGISTRATION DOCUMENTS

Identification

Documents accepted include two of the following (one has to include photo):

- Passport
- Driving licence (full photographic) and birth certificate
- Current EEA National ID card
- Valid HM Forces ID card.

Qualifications

- Qualification certificate(s)
- QTS/Induction certificate(s) (if applicable)
- Teacher registration number (if applicable)
- NARIC documents (if applicable)

National insurance

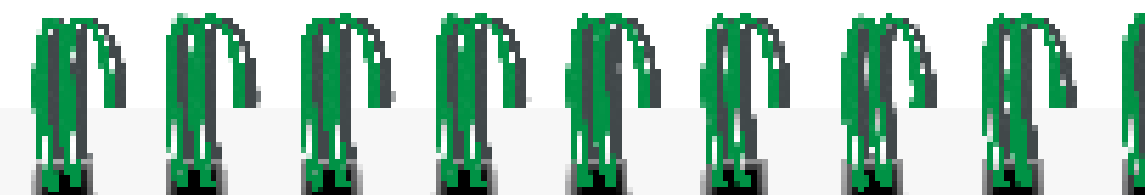
Documents accepted include National Insurance card, P45/P60 or payslip.

Two forms of proof of address

Documents accepted include:

- Bank or Building society statement/opening letter/credit card statement dated within the last 3 months
- Financial statement (mortgage statement, pension statement, benefit statement) dated within the last 12 months
- Utility bill dated within the last 3 months (not mobile phone or TV licence)
- Council tax bill dated within the last 12 months
- P45 or P60 dated within the last 12 months
- Central or local government, government agency, or local council document giving entitlement, for example from the Department for Work and Pensions, the Employment Service, HMRC dated within the last 3 months.

A full list of documents can be found at <https://www.gov.uk/guidance/documents-the-applicant-must-provide>.



SUMMARY FOR ECTs

CV

Photograph

Number/proof of QTS

National Insurance Number

Original qualification certificates

Bank details

Details of 2 referees

ID - Passport/Driving

Licence and Birth Certificate

Proof of Address x 2

DBS

The DBS process normally takes two weeks.

WHAT TO INCLUDE ON YOUR CV

Having worked with schools for several decades, we have valuable insight into what exactly schools look for when it comes to applications. The CV will most likely be picked up by the headteacher, so crafting it right will increase your chances of impressing at senior level. Your CV should be no more than 2 A4 pages.

Personal Statement

This section should be specifically tailored to the teaching position that you are applying for and state very clearly why you are applying for the post. Reassure the school that you are a suitable candidate by giving evidence; your examples should state how you have added value.

Education

There are a variety of routes into teaching, so make sure that you make it clear when you qualified to be a teacher and how – was it a degree in Education or a PGCE, for example? Also, be clear what area of teaching you specialise in. If you have acquired any other professional qualifications then be sure to list these as well. Useful courses could include incorporating more IT in the classroom, first aid training, or how to work more effectively with teaching assistants. Whichever course you choose to focus on, it demonstrates that you are committed to Continuing Professional Development (CPD).

References

Regarding your references, you don't have to include these on your CV; you can instead add a section at the bottom of your CV that says, 'references available upon request'.

[Click here for tips on how choose your referees.](#)

Employment History

This is your opportunity to really highlight your experience, achievements and responsibilities. Your work history should be ordered in reverse chronological order, with your most recent position first and then working backwards. Mention placements and other previous roles too, even if they were not teaching related. Schools are always on the lookout for fresh talent and they will consider the transferable skills you may have picked up from jobs outside of a school.

Core Skills

When selecting core skills, look at your previous roles for transferable and/or job-related skills. Transferable skills such as time or people management are sought after at any job level. Teachers of all subjects are expected to be proficient at using types of IT software, so if you have used teaching programmes or interactive white boards, it is a good idea to mention these. Language and organisational skills are also important, providing you reinforce them with concrete examples.

Contact Details

Email Address: Keep your email address simple and professional, preferably just your first and last name. Avoid nicknames or random words and numbers as it looks unprofessional.

Telephone Number: Make sure this is an update-to-date number, preferably your mobile number rather than your landline number. Include your full address and post code.

FINDING THE RIGHT ROLE

It's essential you are placed in the right role, as your first teaching assignment will have an enormous impact on your view of teaching for the future. Statistics suggest 20% of ECTs leave within their first two years; being placed in an unsuitable school where the culture is not a match, can often cause a disconnection between your love of teaching and the actual role. Choosing to register with a specialist education recruiter, who has strong insights into their clients/schools, increases the chances of getting the right role for you.

The recruiter should be able to provide you with school background including:

- The atmosphere of the school
- What kind of after-school activities are on offer
- What support is given to ECTs

RESEARCH

In addition, you should conduct your own research to reinforce your insight; we recommend you:

- Read the Ofsted reports for the school and review achievement tables from the Department of Education to see how well the school is doing.
- Give the school name a quick google and see if they have been in the local press at any point.
- Checkout Glassdoor, you will find reviews from employees on this website, although not all schools are registered.
- Of course, the school website is a great starting point, so take your time to explore that too.

We often arrange for our candidates to speak to previous ECTs who were placed last year, to provide 'on the ground' insight.

TEACHING TIP FOR ECTs



"Start to make daily notes about any incidents in your classroom. This may be the last thing you want to do at the end of a busy day, but detail is important and will help to clear your mind at the end of the day. You can download an on-line diary to avoid clutter and be organised. I teach across 5 schools and keep records on each one - I have information at my fingers and used it several times".

Simon Secondary School, Derby

INTERVIEW PROCESS

The normal selection process for permanent teaching position is split into two stages: teaching an example lesson, and a face to face interview. For permanent teaching positions, you will need to teach a lesson (known as a lesson observation or micro-teach) and have a face to face interview within the school. For long term supply teaching, you may be required to take part in a lesson observation and/or a face-to-face interview; this would normally be down to each individual school to decide. However, due to school closures, this is unlikely to take place. Many of our clients have already indicated that all interviews will be conducted online; we'll circulate any further information regarding the actual format once confirmed. In the meantime, here are some general questions, which are normally asked during an interview.

Teaching interview questions:

What first made you want to become a teacher? Do you feel the same way now?
Why did you choose to teach this particular age range?
How would you get your classroom ready for the first day of school?
How do you approach dealing with a class of children who refuse to respect you?
How would you handle a situation where you thought a child was at risk?
How would you schedule your marking work?
Tell me about your teaching style?
How do you manage your time to get all your teaching duties done within schedule?
How do you keep up with developments in the world of education?
What issues interest you at the moment?

General interview questions:

What attracts you to this particular position?
How do you think your colleagues/friends/family would describe you?
Give me an example of who you admire and why?
What do you see as your strengths and weaknesses?

The more experience you gain, the more indepth interview questions will become, [click here for more questions](#).

TEACHING TIP FOR ECTs



"I would recommend running through some mock interviews; good agencies will offer to do this with you and if you are assigned a dedicated recruitment consultant, they will provide constructive feedback and coach you as much as you want."

Always contact your agency after the interview with your feedback, especially if you feel you have slipped up in anyway, this helps your consultant respond effectively to any reservations". **Celia, Primary Teacher, Doncaster**

INTERVIEW QUESTIONS

Typical teaching questions for the more experienced teachers.

The school and staff:

What makes a successful school?

What importance do you attach to co-operation with colleagues, such as those who are teaching parallel classes?

How would you cope with a lack of enthusiasm from colleagues?

What is your impression of the school/organisation?

How do you feel about parent helpers in the classroom?

How would you work with a teaching assistant in your classroom?

Do you find it difficult working alongside older, more experienced staff?

What is the most difficult piece of feedback you have ever had to give, and why?

How would you react if a senior member of staff queried or criticised some aspect of your teaching?

Teaching and learning:

What is your understanding of high-quality teaching and learning?

Describe a good lesson.

Describe a lesson that did not go well. What were the reasons for this?

If I came into your classroom, what would I see?

Describe the teaching method you find most effective.

How would you organise teaching and learning for a mixed-age group?

Do you differentiate between outcome or task?

What are the important things to consider when setting up a classroom?

Ensuring progress:

What assessment strategies would you use?

How do you ensure all children are involved?

How do you assess and record your children's progress?

How would you motivate a reluctant child?

How would you meet the needs of gifted and talented children in the class?

Have you had experience of a very high attaining and very low attaining child in your class?

Tell us about your experience of assessment for learning and assessment of learning.

If a child doesn't show signs of improvement after all your planning, monitoring, assessing etc, what do you do next?

What strategies do you use to manage children with special educational needs?

INTERVIEW QUESTIONS

Behaviour management:

What behaviour management policies have you experienced, and what do you consider as having been effective?

How would you deal with a pupil who is not co-operating?

How would you deal with a disruptive child?

What do you think is the best way to motivate pupils?

Some people say you should demand respect from children. Do you agree or disagree, and why?

What do you understand by the term 'providing support' for the pupil?

Bullying is often a serious issue that has to be dealt with in all areas of work with children. In your experience, what is the best way to deal with it?

Child protection issues:

Have you ever felt uncomfortable about a colleague's behaviour towards children in a previous job?

What were your concerns, what did you do, and how was the issue resolved?

Safeguarding children is an important part of our work. Can you give me some examples of how you would contribute to making the organisation a safer environment for children?

Tell me about a time when a child or young person behaved in a way that caused you concern. How did you deal with that?

Who else did you involve?

Why do you want to work with children? What do you think you have to offer? Give an example of how children have benefited from contact with you.

How did your previous organisation tackle child protection?

Career development:

How will you develop yourself as a professional teacher?

What is your understanding of effective performance management?

What are your plans for the future?

How would you like to see your career develop?

Are you prepared to go on courses?

How long do you expect to stay here?

Would you aim to widen your experience by seeking posts in other schools after a reasonable period here?

CONDUCTING A VIDEO INTERVIEW

Set up your interview space:

- Make sure the area is clean, with no distractions and be aware of what can be seen behind you.
- Try different areas of the house before deciding which is the best space for the interview.
- Ensure you are not disturbed during your interview, if you live with other people make sure they are aware you have an interview scheduled.

Test run your tech:

- Test your internet speed, it may vary in different parts of the house.
- Stop any other data-intensive activities like downloading or streaming before your interview.
- Switch off any notifications, you don't want constant beeps from your social media streams.

Practice your body language:

All the focus is going to be on you during this interview, so practice your body language in front of the camera and play back how it would look to the interviewer. It's always painful to watch and hear yourself but you will pick-up habits such as pulling your face too much, using your hands all the time or saying the same word repetitively, including 'urm'!

On the day, sign in early:

Punctuality is even more important during a video interview than it is face-to face, as there are no external factors that may affect your arrival time. Sign in early and run some pre-call checks to make sure you're ready for a prompt start. Ensure you have enough battery on your device and access to a charger if need be.

It's just as important to make yourself presentable for a video interview as it is for a physical one – and we don't just mean your top half. Dressing well will not just come across to your potential employer but will also help get you in the right mindset for a professional interview.



CONDUCTING A TELEPHONE INTERVIEW

Although the majority of people are set-up to conduct video interviews, there maybe an occasion when the internet signal is weak and the only alternative is a telephone interview, so it's worth knowing some best practice rules to ensure you project yourself well. Fine tuning your verbal communication skills is key for a telephone interview. After all, the interviewer can't read your body language, focus will be on your voice, thus any bad habits will be more pronounced. Check our top tips for [verbal communication](#).

BE READY:

- Prepare some notes and questions
- Know the number of who is calling, so you can recognise the number
- Don't pick-up another call 15 minutes before the interview
- Check phone signal and battery
- Switch off the tv, radio and any other phone
- Inform people in the house you're doing an interview
- Be ready 15 minutes before

ON THE CALL:

- Pick up within two to three rings
- Answer in a professional manner
- Have all the information you'll need to hand
- Keep to hand your CV with bullet points of your key skills and achievements
- Speak at an even pace - it is harder to appreciate just how fast we are speaking over the phone, especially when we are nervous.
- Interrupting people is more likely to happen during a telephone interview, mainly because you can't read the interviewer's visual cues in order to judge whether they have finished talking.
- Get your body language right during your telephone. Sitting up straight when answering questions will improve how well you project your voice, smiling will inflect a positive intonation as you speak.

After the interview, send your interviewer a follow up message to thank them for their time.

WHY INCLUDE A COVER LETTER?

Often this letter is the first contact you have with a prospective school/college and more so than ever, given the current government measures in place regarding social distancing etc., it could be a key aspect of your job application.

The aim of a good cover letter should be to introduce to yourself and highlight aspects of your knowledge and skills that match the job role; the reader should be enabled to then see from your CV, why you are a suitable candidate. It should not include grammatical errors, untruths, special requests re pay, hours etc., your ambitions for the future, or be overly long.

A cover letter is a means to:

- Introduce yourself in a more personable way
- Tailor your experience and skills to the specific role on offer
- Demonstrate your local knowledge about the school/college
- Make a good first impression in order to stand out from the other applicants
- Demonstrate why you are a strong candidate for the job
- Imply your enthusiasm for the available role
- Indicate why you want the job

It should include:

- A brief opening paragraph to introduce yourself
- Highlights from your CV
- Relevant skills, knowledge and experience that match the role
- Some local knowledge about the school/college
- Genuine excitement and enthusiasm for the role (but not overly)
- A closing paragraph with contact details and availability to start

TEACHING TIP FOR ECTs



"After completing my PGCE in secondary education, my first supply assignment felt like a nightmare at the time, and I honestly thought teaching wasn't for me. After finishing 6 weeks, I was about to call it a day, when I was persuaded to take another assignment - thank goodness I did, the experience was completely different and I've now been teaching for 3 years."

Please give teaching a chance, it may take you a while to find the right type of school but stick in there to follow your dream, it's every bit as rewarding as you could imagine". **Tom, Secondary Teacher, Leeds**

VERBAL COMMUNICATION

Here are six common language mistakes and how to keep them from sabotaging your interview:

1. Nonwords

Filler words such as “um,” “ah,” “you know,” “OK” or “like” tell the interviewer you’re not prepared. A better strategy is to think before you speak, taking pauses and breaths when you lose your train of thought. Everybody utters an occasional “um,” but don’t let it start every sentence.

2. Up-Talk

A rising inflection at the end of every sentence creates a tentative impression and makes it sound as though you’re asking a question instead of making a definitive statement. You need to speak with conviction when selling yourself in an interview. Bring your intonation down when ending a sentence to avoid talking up.

3. Grammatical Errors

The interviewer may question your education when you use incorrect grammar or slang. Expressions such as “ain’t” “she don’t,” “me and my friend” and “so I goes to him” aren’t appropriate. Be sure you speak in complete sentences and that tenses agree. The interview is not the venue for regional expressions or informality.

4. Sloppy Speech

Slurring words together or dropping their endings impairs the clarity of your message. To avoid slurring and increase understanding, speak slowly during an interview. Make a list of commonly mispronounced words, and practice saying them into a tape recorder before the interview.

5. Speed Talking

While everybody is a bit anxious during an interview, you don’t want your information to fly by like a speeding bullet. A rapid speaking rate is difficult to follow, and speed talkers are seen as nervous. Slow down your racing heart by doing some breathing exercises before the interview. To avoid rushing, listen to the question, and then count two beats in your head before answering. When you finish a sentence, count two beats again before continuing. Don’t be afraid of silence. Pausing is an effective communication technique. The interviewer needs a few seconds to process what you just said anyway.

6. Weak Speak

Wimpy words modify or water down your conviction and in the end your position. When you pepper a conversation with “hopefully,” “perhaps,” “I feel,” “kind of” and “sort of,” the message you convey is a lack of confidence. Use power words such as “I’m confident that,” “my track record shows,” “I take the position that,” “I recommend” or “my goal is.” The language you use gives the listener an impression about your level of confidence and conviction.

The Bottom Line

You don’t have to study elocution to speak well. Simply slow down, take time to pronounce all the syllables and leave slang at home. Schools want teachers who are well-spoken and articulate, and recruiters won’t represent a candidate if they don’t match the school’s profile.

CHOOSING YOUR REFEREES

After your video interview, references may be a key component of whether you receive a job offer. You should make sure your references are the right fit and select people who will emphasize your strengths to potential employers. As an established teacher with experience you would normally be required to include referees from senior teaching staff such as a head or deputy head, as well as including a reference from your most recent employer. However, as a newly qualified teacher you will be unable to do this, so instead you need to find alternatives. Where possible, use people with a professional qualification and those related to education or any of the following:

Former Employer: they can provide insight into your work ethic and list what your responsibilities were at your job and how you handled them.

Colleague: Someone you worked alongside at a previous job and can demonstrate good teamworking.

Teacher: A teacher from a placement whom you got to know; a head of dept., head or deputy head is best.

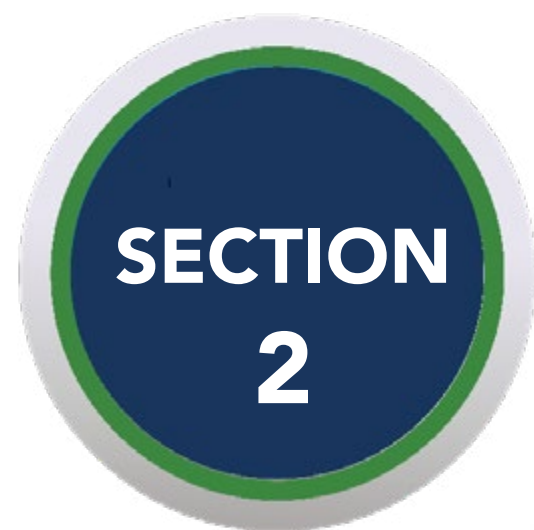
Advisor: An academic advisor, depending on the amount of time you spent with them.

Supervisor: Someone who supervised you, but wasn't necessarily your boss, who got to know you and your character.

Course lecturer: can provide information about your skills, knowledge and your personal character.

SECTION
2





SECTION 2

SAFEGUARDING: STAYING SAFE IN THE CLASSROOM

The responsibility for classroom control lies firmly with the teaching staff in any classroom.

Key points:

- All mobile phones must be switched to silent or turned off. Phones must only be checked during break or lunch times.
- Acquaint yourself with the school's behaviour policy.
- If an incident is developing, make sure you know where to get help and act without delay.
- You should not be left alone with a pupil in a classroom. Where this situation is unavoidable, keep doors open.
- Avoid any action or tone of voice that may be interpreted as aggressive or confrontational.
- For your own protection, if you do find yourself addressing a pupil's behaviour, try to stay at least an arm's length away from the pupil.

Advice on physical contact with pupils

Physical contact with pupils in school is a very sensitive subject. As a member of supply staff, you have the same rights and obligations as permanent staff. However, as a member of supply staff (who may not be familiar to pupils) you MAY be susceptible to people misinterpreting your actions and/or pupils making unfounded allegations. Always be aware of this potential and follow the guidance outlined below. The general rule is to avoid pupil contact wherever possible and not put yourself in a situation where you are left alone with a pupil. This way your actions can never be misconstrued. There are however situations where physical contact is necessary and there may be other situations where you cannot avoid physical contact.

Situations where physical contact may be necessary

Some physical contact may be necessary, for example when administering first aid or demonstrating exercises in PE.

Young children and SEN pupils may need staff to provide physical assistance. Equally when young people are in distress it may be appropriate to offer comfort. In these situations, it is a judgement call that has to be made at the time. You must be aware that for some pupils, physical contact may be unwelcoming for cultural or personal reasons. You must be sensitive to such situations. You should also ensure that you do not touch or hold a pupil in a way that may be considered indecent.

Acquaint yourself with the school behaviour management policy and know who to contact for assistance. Have strategies to diffuse potential conflict. In the event of an incident, summon assistance as soon as possible. Report all incidents/injuries including physical/inadvertent physical contact to the school and supply agency immediately. Whilst it is fresh in your memory, write a detailed report of the incident including names of witnesses.

SECTION 2

PREPARING FOR YOUR ASSIGNMENT

Dress code

It is essential to make a good impression from the moment you arrive at your assignment. Ensure you are punctual, organised and dressed in a clean, smart and professional manner, with good personal hygiene. This will ensure you create an excellent first impression. As many schools have strictly defined pupil uniform regulations, they also have acceptable standards of staff attire.

The following items are regarded as inappropriate:

- Jeans
- T-Shirts
- Sweatshirt
- Tracksuit
- Low neck/cropped tops
- Shorts/low rise trousers
- Over the knee boots/very high heels/flip flops/trainers
- Very short skirts
- Elaborate jewellery
- Tattoos on display

SEND:

In some SEND environments the dress code may be different and more casual. If you are going to a SEND school for the first time, it is a good idea to check with your consultant.

Physical Education:

If you are teaching a practical PE lesson, tracksuits and trainers are essential.

TEACHING TIP FOR ECTs



"As much as I had read about teaching, planned and prepped, I still had a shock waiting for me when I started in the classroom. The volume of work seemed so high and I felt constantly behind.

I loved the actual teaching, so I needed to improve my organisation skills and calm down! It took me a while, but I soon realised that planning and organisation in both work and personal life helped - value your time, relax and get yourself organised for the week - even down to what you're having for lunch each day!"

Jane, Secondard Teacher, Halifax

SECTION 2

WHAT YOU NEED TO KNOW ON YOUR FIRST DAY

When you arrive at school, it's good to be well informed and ask the right questions.
You may want to ask about:

General school information:

- School timetable information
- Registration/assembly procedures
- ICT log in/arrangements
- Playground duties and breaks
- School plan/layout
- School policies and procedures
- Current events within the school e.g. Ofsted inspection and important visitors

Class specifics:

- Name of the class you are taking
- Name of the teacher you are replacing
- Number of pupils on the class list
- Ability level of class/lesson plans and instructions left by a teacher or senior management

Staff:

- Name of the headteacher, assistant head, heads of department and other teachers
- Name of teaching assistants
- Name of school receptionists/administration team
- Who to report to on a daily basis

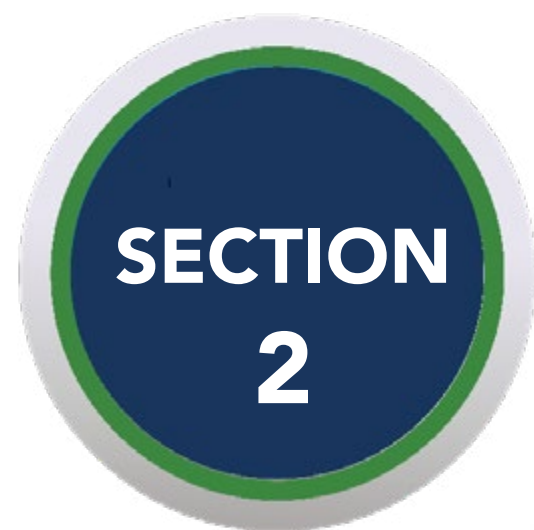
TEACHING TIP FOR ECTs



"Being a supply teacher you need to hit the ground running, especially if you opt to take daily supply assignments and are constantly going to different schools. I really enjoy the variety and suits my personal life.

But you need to be organised, there's a lot to find out quickly, the minor things like staff room, where the kettle is, water stations. I'm now self-sufficient, I take water and a flask, lunch and snacks, so I don't waste time - wondering and asking - don't go through the day not eating because you don't have the time!"

Gemma, Primary Teacher, Sheffield



SECTION 2

WHAT YOU NEED TO KNOW ABOUT YOUR CLASS

Arrive at school at least 30 minutes before classes are assembled for registration. This will ensure that you have enough time to familiarise yourself with the school and timetables before the start of lesson. This allows you extra time should you be running behind schedule.

Make sure you always sign in at reception on arrival and sign out when leaving. If you leave the school premises for any reason, you must always report your absence to a senior member of staff at school and to your consultant.

Top Ten Tips:

1. Be early for your class. Never arrive after your pupils.
2. Obtain the class profile. Speak with the head of department to find out if there are any special needs, disabilities or gifted students.
3. Be prepared. You are the one with knowledge.
4. Learn as many names as possible. Build a rapport and try to develop positive relationships.
5. Always have a backup strategy. Students may complete the work early, or there may even be no work set. What is your plan B?
6. Make an impact. Engage your pupils early and capture their attention.
7. Demonstrate that you are familiar with the rewards and sanctions policy.
8. Bring a competitive element. Students enjoy praise, competition and rewards e.g. stickers, prizes or simply verbal recognition.
9. Be adventurous and interesting, with a sense of fun.
10. Enjoy! A smile can lift the mood for you and the students.

A good day starts with you. The right attitude is a key factor in making your day a success.

You must always arrive at school with your:

- Correct DBS certificate
- Photographic ID

Schools will ask you to present these on arrival. Ensure that you are prepared and always have these with you as schools may send you away if you do not have these important safeguarding documents.

To avoid getting lost or being late, prepare your route in advance, allowing yourself plenty of time for the journey.

SECTION 2

CREATING LESSONS PLANS AND DUTIES

When you are teaching pupils during an absence of the usual class teacher, the objective is to make the transition as smooth as possible for your pupils. If you are given plans by the school ensure they are adhered to. If you do not complete all of the work, inform the school as to what has and has not been covered. We always recommend that you leave feedback for each class and you use any monitoring/recording systems the school has in place.

It is your responsibility to maintain up to date knowledge for your area of expertise as applicable, for instance, foundation stage, numeracy/literacy strategies and subject knowledge. We recommend that you always arrive at school with resources so you are prepared and ready to have the best day possible.

Creating a successful learning atmosphere

Pupils value teachers and cover supervisors who provide informative and engaging lessons. Individuals flourish in an environment that is well prepared, innovative and creative. Interesting and stimulating lessons will help you get the best results from your pupils. A great way to motivate your class is to use a variety of topics with interactive elements where possible.

You can create a successful learning environment by:

- Creating a relaxed and enjoyable atmosphere within the classroom
- Implementing school behaviour strategies
- Presenting work in a way that interests and motivates
- Communicating as best you can to aid understanding and retention
- Setting clear targets to achieve goals
- Helping those who might be struggling
- Offering encouragement and positive reinforcement
- Developing professional relationships with pupils
- Utilising both your teaching and personal talents

TEACHING TIP FOR ECTs



“Don’t try to be a perfectionist, we all make mistakes, don’t be frightened to admit to yourself and others when you get things wrong - your first year is all about learning - and enjoying the vocation you’ve chosen.”

Gary, Secondary Teacher, Kirklees

SECTION 2

AT THE END OF THE DAY

At the end of the school day, it is your responsibility to leave all teaching areas safe, clean and tidy. In addition to this you must always ensure that you have returned all keys, fobs, books and other equipment to the relevant member of staff or designated area within the school.

We recommend taking the time to say 'thank you and goodbye' to the headteacher, a senior member of staff or the school's supply contact when you leave the school at the end of the day or your assignment.

Making a positive lasting impression will help the school to remember you and will prompt them to ask you to return. We suggest leaving completed lesson feedback sheets with the school supply contact.

Please always remember to sign out of the school visitor's book.

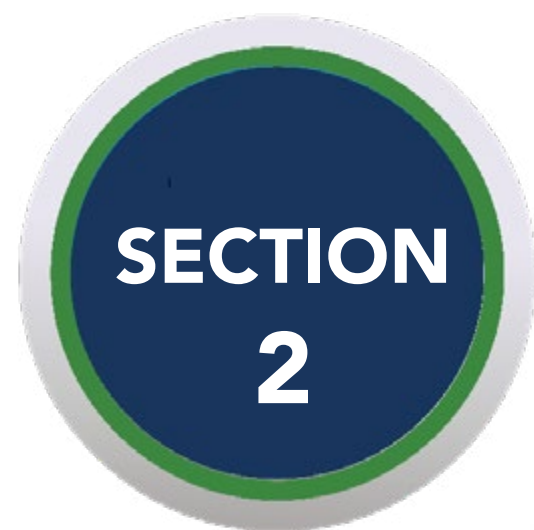


TEACHING TIP FOR ECTs



"Seating plans are invaluable for remembering names and getting to know your pupils. One of my inspirational role models was Rita Pierson, her famous quote was 'children don't learn from teachers they don't like'. Teach with a smile - leave any personal problems you may have at home."

Donna, Secondary Teacher, Rotherham



SECTION 2

CONTINUED PROFESSIONAL DEVELOPMENT

Every fully registered teacher who teaches for 20 days or more per calendar year is required to complete 20 hours of professional development. It is good practise to have a current Professional Development Record to demonstrate to employers how you keep your professional development up to date, as well as helping you plan for future work, develop your career path and identify further training or development. The following template may be used as an example of what to include:

Section One: Past (Celebrating Achievements)

- Certificates of attendance/achievement
- Accreditation for course attendance
- Inset and course record
- Developmental log
- Professional acknowledgements

Section Two: Current (Qualifications & Assessments)

- Curriculum Vitae
- Additional responsibilities and participation in activities – demonstration of wider professional effectiveness
- Other expertise and experience
- Ongoing record of work undertaken on supply
- Samples of pupil's work/pupil progress – particularly long-term placements
- Evidence of monitoring, evaluation and feedback

Section Three: Reviewing Experience and Planning Development (Appraisal)

- Employer Review
- Teacher Review
- Action Plan

SECTION 2

CONTINUED PERSONAL DEVELOPMENT

DEVELOPMENT RECORD EXAMPLE

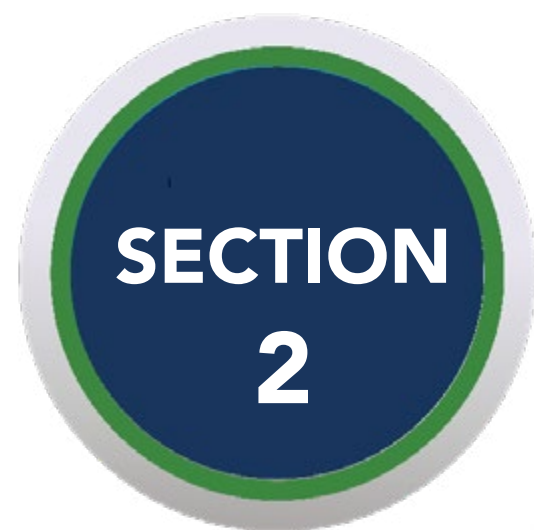
- Date of learning
- Place of learning
- Length of time learning
- Format of learning
- Description of learning /course title
- Impact of learning on expected pupil outcome
- Learning outcomes
- Integration of learning in working practice
- Next steps
- Review date of learning integration in the classroom

TEACHING TIP FOR ECTs



“Get a work-life balance, it’s really important to take time to switch off, recharge your batteries and chill out. Most ECTs throw themselves into work but if you don’t relax, you’ll just end up burning out, don’t under estimate how important getting a good night sleep is. A chilled weekend can make all the difference to how you feel Monday morning, rise to the challenges of workload, realise you can’t do everything and above all enjoy teaching”

Joshua Secondary Teacher, Doncaster



About US

Provide Education is part of Operam Education Group, a network of education recruitment agencies that cover the North and the Midlands. Established in 2006 by qualified teachers and experienced Education Recruitment Consultants, Provide Education has developed very close working relationships with schools in Yorkshire and the East Midlands.

SCHOOL NETWORK

BUILT OVER DECADES.

Our established reputation, built over several decades has made us the 'go to' agency every year for many schools recruiting ECTs within the Yorkshire and the East Midlands. Our insight into our clients' school culture helps us to match the right ECT to the right school.

**SEND
PRIMARY
SECONDARY
FURTHER EDUCATION**

We work to understand what you are looking for to place you in the most suitable school. We review your CV and together create a personal profile to introduce you to our clients. We will fully prepare you for interviews with mock video interview sessions.

Whether you are looking for a permanent position teaching your specialist subject or key stage, or for regular supply teaching jobs, we can help put you on the road to a fulfilling career.

As you start your journey in the education industry, we will support you from your initial job search, to your first day in the role, and beyond. You'll be matched with the role, school, pupils and staff that fit you and your needs best, so that your role becomes more than just a job - it will become your way of life.

SECTION 2

CONTACT US

Once you're registered with us, we concentrate on securing you your next assignment so that you can concentrate on the classroom. Please feel free to contact any of the offices detailed below, all the teams are working remotely with phone diversions in place, video and call interviews are working very efficiently.

South Yorkshire Branch (Head Office)

T: Barnsley Primary & Children Centre Team: 01226 729080

T: Barnsley Secondary, SEND & FE Team: 01226 729081

T: Sheffield Team 0114 30 30 198

E: southyorks@provide-education.co.uk

West Yorkshire Branch

Calderdale & Kirklees T: 01484 722705

Wakefield & Leeds. T: 0113 3201855

Bradford T: 01274 288287

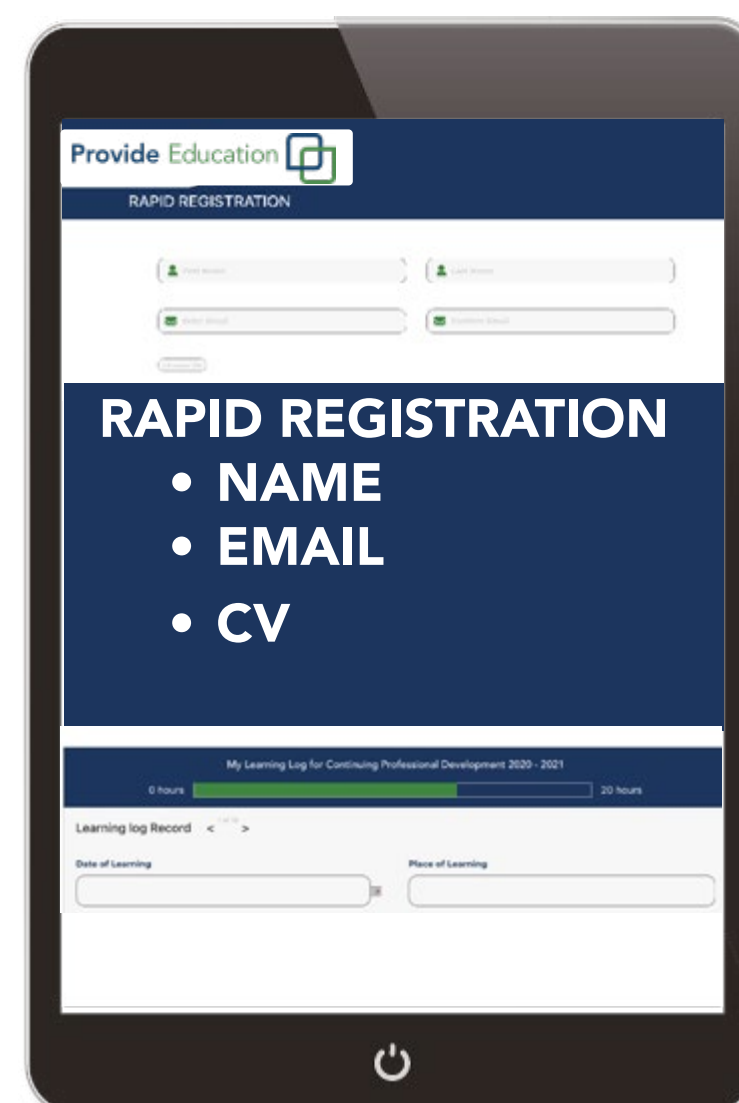
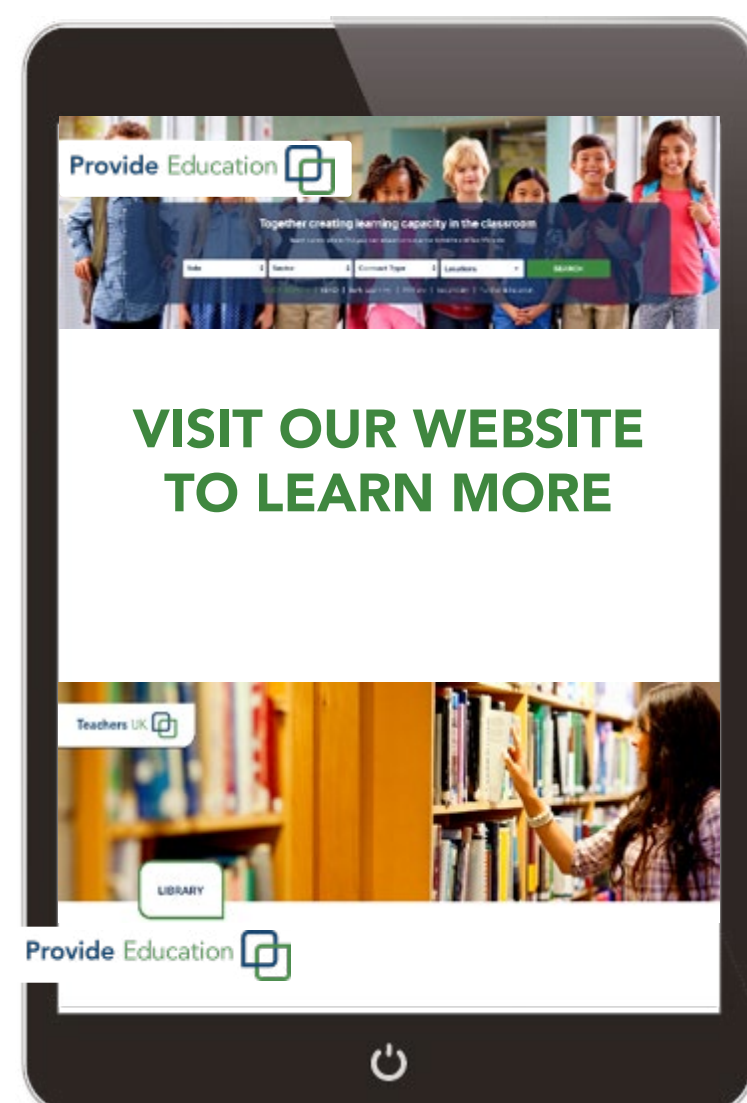
E: westyorks@provide-education.co.uk

E: westyorks@provide-education.co.uk

East Midlands Branch

T: Worksop: 01909 512190

T: Mansfield: 01623 600651





TEACHING TIP FOR ECTs



"As an ECT you will be full of enthusiasm, and quite rightly so, but don't try to go it alone. Many ECTs are overcome with all the work and tend to shut themselves away, head down and plough on trying to tick everything off their list. The truth is you'll never do everything, but you can prioritise and you can ask for help. If you can't ask your mentor for help or advice, then ask other teachers or ECTs, there is always someone you can confide in, join online teaching communities and stay connected - don't shut yourself off, when you find it tough remember why you wanted to be a teacher".

Gill, Primary Teacher, Rotherham

GOOD LUCK!