

About this book

Getting Started introduces the other four books in this series by dealing with some of the general issues that apply to all teachers in all contexts.

Chapter 1: Teacher learning and development

Teacher learning and development starts with initial training and the induction process. This provides every teacher with the essential skills they need to be effective at the outset of their careers. But learning and developing does not stop there. During a teaching career, it is essential that, through continuing professional development (CPD), teachers keep their knowledge of curriculum subjects up to date, are able to make the most of new technologies and, if they aspire to career progression, to develop the skills required in different leadership positions.

The National Standards set out the professional knowledge, understanding, skills and attributes necessary to enter the profession or to carry out effectively the key tasks for those in leadership roles in schools.

This chapter outlines the National Standards that apply currently at different points in a teacher's career. Some of the Standards that trainee teachers need to meet, in order to gain Qualified Teacher Status, are introduced. You may find it interesting to compare your training with that of newly qualified teachers, or to assess yourself against these Standards to see if there are any 'gaps' in your knowledge and skills. In order to help you to do this, examples of experiences that teachers have had are provided to exemplify the Standards selected for this task.

The *Teacher's Standards Framework* is introduced and guidance is given as to how this might support your teaching. The sources of continuing professional development that are available to teachers and schools are listed.

Chapter 2: Meeting the needs of all pupils

One of the greatest challenges facing schools is the provision of appropriate learning opportunities for pupils from diverse backgrounds and with a range of abilities. Inclusion is one of the statutory General Teaching Requirements in the National Curriculum.

This chapter aims to raise your awareness of the principles that are essential to developing a more inclusive curriculum. It outlines current developments in Special Educational Needs (SEN), specifically the new Code of Practice and how this works. Principles and definitions with regard to needs, provision, resources, procedures and roles and responsibilities are examined. It explores the current context of supporting individual learners who have been identified and assessed as having SEN and explains what an Individual Education Plan (IEP) is and the implications for you as a supply teacher.

This chapter also deals with gifted and talented pupils. Teachers should aim to make learning challenging and enjoyable for all pupils, including the gifted and talented. Guidance is offered on how you can identify these pupils, what strategies you might implement to meet their needs and the programmes that are in place to support teaching.

Chapter 3: Professional responsibilities and legal liabilities

The needs of pupils who learn English as an additional language (EAL) are also addressed here. Effective support for pupils learning EAL should be part of a co-ordinated, ‘whole-school’ approach to meeting the needs of all pupils. Suggested ‘Points to remember’ when teaching children learning EAL are identified and the support you can access on the DfES Ethnic Minorities website is outlined.

This chapter summarises the key legislation and administrative regulations that apply to teachers in maintained schools. You may well feel that this is a dry, complex and technical set of issues, of little immediate concern. However, as the chapter makes clear, being unaware of your legal responsibilities is not an adequate excuse for breaking the rules. Many professional responsibilities and legal liabilities apply to **all teachers at all times**. It is, therefore, important that you understand the key duties and responsibilities that you accept implicitly when taking any work as a teacher, even on a very temporary basis. Awareness of the framework of rights and duties that regulates your work as a teacher can help you to avoid unnecessary difficulties, some of which might be potentially serious. This chapter therefore summarises the most important responsibilities of which you should be aware before undertaking work in schools.

Chapter 4: Educational initiatives and issues

All schools are being encouraged to focus on raising standards. This chapter will give you a basic understanding of the many educational initiatives and issues that you might encounter in school and how they could affect you as a supply teacher. The purpose of each initiative is addressed, together with its structure and who is involved, the sort of school-based activities that will affect your role and any information and support you might receive.

Glossary of acronyms

Recent initiatives and acronyms abound in our schools and, to a greater or lesser extent, affect your preparation, planning and participation in group discussions. A knowledge of these acronyms is needed if you are:

- covering for staff attending courses or undertaking activities related to new initiatives;
- working with support staff in your classroom or in the wider school community;
- trying to make sense of material covered by INSET providers who make the assumption that you know the acronyms being used.

A glossary of acronyms is provided at the end of this book. Understanding what people are talking about is a distinct advantage!

Imagine you go into a school to take a mixed Year 5 and 6 class and you are presented with this timetable.

9.05 – 9.30	Circle Time	1.00 – 1.05	Registration
9.30 – 10.30	Literacy (ALS group)	1.05 – 2.00	Science (G&T group withdrawn at 1.30)
10.30 – 10.45	Break	2.00 – 2.45	Games (Outside, LSU using hall)
11.00 – 12.00	Numeracy (Springboard group)	2.45 – 3.15	Citizenship
12.00 – 1.00	Lunch (Learning Mentor to see school council members)	3.15 – 4.15	Maths Booster class

Would you be confused? What are you going to do?

- Nod confidently, with a smile on your face;
- pretend you know;
- panic;
- phone a friend;
- decide you need to read these materials.