

# Introduction

These materials have been designed specifically to support the work of supply teachers in schools. The term ‘supply teacher’ is used to describe qualified teachers who cover for teachers absent because of illness, participation in in-service education training or management duties. Such replacement teachers may be employed for periods from less than a day to a year. Supply teachers have varied backgrounds – for example, recently retired, recent recruits, teachers returning to the profession after a long break, teachers who prefer to work in a number of schools rather than in just one, teachers who have come from abroad. The needs of supply teachers will differ widely, in part as a consequence of their background. The needs of experienced overseas-trained teachers are very different from those of newly qualified teachers.

As supply teachers have varied backgrounds, the materials are arranged to be used flexibly, in whatever way that will best suit individual needs. They provide a self-study resource to support professional development and are a valuable tool for post-induction teachers, at whatever stage they are in their careers. The materials consist of:

- five books:

*Getting Started*

*Classroom and Behaviour Management*

*Core Subjects in Primary Schools*

*Filling the Gaps*

*Core Subjects in Secondary Schools*

- a DfES website designed specifically for supply teachers.

These are supplemented by regional workshops on classroom and behaviour management.

These materials are intended to raise supply teachers’ awareness of the changes that have taken place since the revision of the National Curriculum in 2000 and give pointers to useful sources for those who need to find out more. The materials **cannot** provide **all** the information that is available – for example, the National Curriculum Handbooks, Qualification and Curriculum Authority (QCA) schemes of work, and so on, but they **can** guide you to the appropriate sources of information.

The materials have been written by educationalists who are specialists in their fields. They were asked to identify what they thought were the key issues facing supply teachers. The materials were then trialled by supply teachers in different regions of the country and amended in the light of the trials. The materials, therefore, reflect the perceptions of the writers and the trial groups and do not necessarily represent the views of the Department for Education and Skills (DfES).

## **Additional materials: *Supply Teacher Good Practice Guidance***

In addition to these materials, the DfES has produced *Supply Teacher Good Practice Guidance* for schools in response to the findings of the research, conducted by The Value for Money Unit, into the use of supply teachers in schools. All the advice given is based on what schools said about their priorities and problems when using supply teachers. The guidance has been kept as brief and as practical as possible. It contains **templates for policies** and **examples of useful handouts** for schools and supply teachers. These are based on real working policies and handouts collected from schools. They are to be viewed as good, workable ideas that were successful in one or more of the schools visited. They might not necessarily represent the best practice for all schools. Also covered in the guidance are possible innovative solutions such as the use of **non-class-based teachers** and information on related initiatives within the DfES, such as **Continuing Professional Development (CPD)** and **supply teacher agencies**. The *Supply Teacher Good Practice Guidance* can be found on the DfES website.

### **Thinking of returning to full-time teaching?**

If you feel your skills need updating before a return to the profession (and you hold Qualified Teacher Status), the Teacher Training Agency (TTA) is sponsoring a number of returners' courses up and down the country. The courses usually last between six and twelve weeks and they give a valuable insight into all the things that have changed since you've been away. The courses also offer the opportunity to polish up your classroom skills and boost your confidence.

Courses can be taken on a part-time, full-time or distance-learning basis. Typically, they include coverage of the following:

- the National Curriculum;
- the National Strategies;
- the use of ICT in subject teaching;
- assessment of pupils' performance;
- classroom and behaviour management.

A full list of returners' courses is available on the TTA's website at [www.canteach.gov.uk/teaching/return/courses.htm](http://www.canteach.gov.uk/teaching/return/courses.htm)

All participants on TTA-funded courses are eligible for a training bursary for the duration of the course. Help with childcare costs is also available. For information on childcare in your area, call ChildcareLink on 0800 0 96 02 96 or visit their website at [www.childcarelink.gov.uk](http://www.childcarelink.gov.uk).

### **The Teacher Training Agency Keeping in Touch (KIT) programme**

This programme is aimed at qualified teachers who are returning to teaching after a break, and would like to update their skills, before returning to the profession. Membership of KIT is free and allows telephone access to trained educational consultants for advice and information on the various routes back to training and employment. Once you become a member of the programme, you will receive a newsletter on a termly basis. This newsletter helps keep such teachers up to date with changes in education and the classroom. The initial information pack also includes a list of returner/conversion courses, and a useful contact list. Visit [www.canteach.gov.uk/teaching/return/kit/index.htm](http://www.canteach.gov.uk/teaching/return/kit/index.htm)

### **Thinking of teaching in a different phase?**

Once you have gained Qualified Teacher Status (QTS), you may teach in any compulsory age/phase in a state school. Therefore, it is possible to convert from one age/phase to another without any further training. When moving into the secondary sector, you might be expected to demonstrate that you hold sufficient knowledge in the relevant subject. You may wish to consider completing a returner or conversion course.