



Thursday 2 May 2024 | Summer Term | Issue 24



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Welcome from Roger Pope CBE

Associate & Strategic Leader of Teaching & Research Schools | Education South West

Better than we think.

“This teacher, a doctor and a surgeon walked into a pub, and...the teacher said, “I envy you guys. You’re always getting better at your jobs. All that research that shows you how to do things better and better. Amazing.”

The doctor and the surgeon exchanged a knowing glance. And said nothing.

I recently had an interesting conversation with an academic who used to carry out research in the field of health and now works in education. I talked about how teachers always feel that they are trying to emulate doctors in their use of evidence to drive forward their practice. About how teachers envy the way that doctors use research not only to find better ways of doing things, but to share that new practice in order to improve outcomes or patients.

Her reply was interesting.

Yes, she said, teachers envy doctors their apparently higher pay and status. But she challenged the notion that doctors were more highly skilled in their practice and how they improved it. It’s all about context, she said. The context for the doctor is the symptoms of the patient and the consequent diagnosis. Treatment is then a matter of trial and error: you try the drug or the treatment that you think might work, and if it does not then you adjust it or try something else.

As for a surgeon – largely a glorified engineer, in her view. Something in the body is going wrong, so you fix it. Yes, new methods are always being developed, so you undergo a bit of training and learn to use them. Surgeons are highly specialised. They focus on a particular part of the body and become expert by operating on that area repeatedly.

The context for teachers is very different. Think of the complexity of a school, where in a class, 30 people are all interacting with one another, or a school where hundreds are interacting. Factor in the added complexity of the family and friendships context. The fact that every child learns slightly – or even hugely - differently, brings an infinitely varied range of previous learning and experience to any given moment in a lesson, an infinite range of emotional responses and is growing and changing by the day...hour...minute. Add in the complementary complexity of the teacher.

So, teachers cannot only take research or evidence, use that technique and assume it will work. The skill lies in how you apply that evidence to your particular, ever-changing context. We talk of using “best practice”. That is to ignore the reality that what is best practice changes according to context. It might be more accurate to talk of “best process.”

In short, said the researcher, teachers need an enormous amount of subtlety and nuance in identifying what works best and then in applying it in an ever-evolving context.

It is the doctors and surgeons who should be learning from us.

News Items

The MaternityTeacher PaternityTeacher Project and WomenEd The Mother of All Pay Gaps Conference

On a Saturday in mid-March, The MaternityTeacher PaternityTeacher Project (MTPT) and WomenEd hosted their joint online annual conference, exploring solutions to an issue which continues to affect the education sector, both nationally in the South West.



'The Mother of All Pay Gaps,' conference involved sessions run by industry experts on how to reduce the pay gap in education (currently at 20.4% - the third largest pay gap across all workforce sectors).

Where the work of these two organisations combines, their strategies for closing the pay gap can be summarised within two main focus areas:

- the retention of women within teaching, particularly those with the highest rate of attrition (women age 30-39, the age at which they are most likely to start a family).
- encouraging and supporting women to work part-time and flexibly when needed, throughout their career.

Some key suggestions included:

- listening to (and acting upon) feedback from staff about the barriers they face to working full-time or at leadership level.
- introducing maternity mentors to support pre and post maternity leave.
- having clearer parental leave and maternity policies and ensuring that these reflect current law and guidance.
- ensuring that school cultures and practices support new (and existing) mothers in teaching.
- allowing parent teachers more choice and ownership over their career and working patterns.

For those not yet familiar with their work, The MTPT Project is a national charity initially set up to support teachers with accessing continuing professional development during periods of parental leave. However, they now provide a range of guidance and programmes to support teachers with young families, including sessions such as:

- 'What to expect when you are expecting' webinars.
- Parental leaving group coaching.
- Return to work group coaching.

In addition, The MTPT run courses for school leaders and Business Managers looking to ensure their schools are 'life-friendly.' Many of the above-mentioned sessions are either partially or entirely funded by SWIFT, ensuring access to an ever-increasing number of teacher-parents and schools. Since 2023, Devon also has its own MTPT regional group, consisting of regular networking events and coffee mornings; as well as a thriving online community, sharing advice, support and guidance. It is the first MTPT group in the South West, with hopefully more to follow in other counties soon.

"The MTPT course has been so helpful whilst I have been on maternity leave. It has helped me to be more present as a parent with my young family, to think about how I will balance parenting and teaching and to consider any limiting beliefs. Working with a small group has been really helpful as we have been able to talk about our hopes and worries in a safe space with others who understand the teaching career. This support has been invaluable after having had my second little boy." (Susie, Class Teacher, Devon).

By Maz Foucher, MTPT Regional Representative

FIND OUT MORE ABOUT MTPT [HERE](#) AND CONTACT [HERE](#)

SWIFT Estates Management Professional Community with an Eye on Efficiency

This week, Matt Burrell led the Summer Term SWIFT Estates Management Professional Community for school and Trust Leaders. Opening with an update from the Department for Education's Improving Estates and Management Team, Professionalisation Lead, Tracey Greenwood explained the Estates Management Competency Framework.

Good Estate Management for Schools (GEMS for short) is the essential guidance, tools and checklists to help manage school buildings effectively and efficiently. If you think that staffing is probably the no. 1 cost for schools, estate management will come in at a close second.

As a live reminder of the importance of effective maintenance, during the session a ceiling happened to fall down in the Facilitator's home school. It certainly sharpened up the momentum. As well as ensuring ceilings stay in place, good estate management saves money, keeps safe and healthy schools and runs sustainable and efficient schools.

Why bother? The benefits of good estate management

Save money by...	Have safer and healthier schools with...	Run sustainable and efficient schools that...
Reducing running costs – Prevention is better than cure	Fewer accidents	Use less energy and water
Getting better deals & spreading the costs	Improved morale & outcomes	Increase environmental awareness
Making better investment decisions	A good impression for all	
Prioritising your maintenance		

GEMS provides helpful self-assessment tools for Schools and Trusts to ask questions about their organisation across 12 areas of estate management, and includes the Compliance Tracker and Prioritising Maintenance Tool.

Next up Jamie Bartlam, from the newly formed **SchoolPro Safety** Team explained how they that can help schools to save time and money and stay compliant for Health and Safety, First Aid and educational visits with guidance and online / in-person training. SchoolPro are former teachers and leaders who have an understanding of schools' priorities.

Darren Parkhouse, Kelsy McKinlay and Ellie Cant from **Zenergi** talked about another hot potato that in recent years has become a national crisis and a key concern for schools: water and energy procurement. Zenergi energy audits start with the "kick off call mobilisation meeting" (note even the terminology sounds energetic), to a site visit, audit report and review meeting with recommendations and delivery. Energy audits can cause interest and excitement as you see your site in a completely different way and understand all the elements and impact on energy consumption.

Rob Stevens from **Goosemoor Educatering** introduced their different kind of hybrid contract /in-house school catering that has become a byword for healthy and hearty quality food for schools, largely sourcing ingredients locally and with bespoke menu planning to reduce costs and waste. Director, Jamie Walsh, a former primary teacher (and Dad) understands the importance of catering to benefit children and are actively working with 91 schools across the South West.

We thank all our speakers and Estate Managers for being with us and for this positive collective spirit to provide good practice, advice and support for schools.

By Jude Owens, SWIFT Executive Assistant

Find out more about SWIFT and our partners [here](#) | 2

Interview with Emma Vyvyan, Regional Lead for the South West for Whole School SEND



“Children teach us new things every day and walking in their shoes ensures that we get to know them as individuals, which requires our fresh and creative thinking in order to ensure that we have the best inclusive approach possible.”

Having recently assumed responsibility for her new role as Regional Lead for the South West for Whole School SEND represents another milestone in the teaching career of Emma Vyvyan. Although interestingly, yet not entirely surprisingly living in the beautiful South West, Emma started her career in Countryside Management, before deciding that teaching would be a wonderful way to share nature-inspired learning with children.

26 years later Emma is Headteacher at Sky Primary and Eden Project Nursery, part of Kernow Learning, who are developing a curriculum at the heart of which is sustainability and being climate wise. The school has a learning beyond the classroom approach, developing a sense of place and belonging for the children and families, whilst creating real life and relevant learning opportunities. Emma has worked with Whole School SEND since 2020 across the South West region starting as Deputy Regional Lead before stepping up.

1. What are your main priorities for your first year as Whole School SEND Regional Lead for the Southwest?

To develop our team. We recently recruited two Deputies and obviously me, as the Lead, working across the region as the equivalent of one day per week. Hence, the priority will be for us to increase our communication network and to ensure that more people are aware and can use our Whole School SEND free resources to benefit from the outcomes of all our children and young people across our various settings.

2. What do you find most personally rewarding in working to support children and young people with special educational needs and/or disabilities?

Children teach us new things every day and walking in their shoes ensures that we get to know them as individuals, which requires our fresh and creative thinking in order to ensure that we have the best inclusive approach possible. Working with colleagues across the region to ensure so we can meet their needs and they can flourish and thrive is hugely motivating and rewarding

3. What benefits would you like to see in working with SWIFT?

Our aim as Whole School SEND is to support the educational workforce across the South West: including mainstream, alternative, specialist and Further Education settings so that we support everyone and all children as part of our universal services. By working in partnership, we can help colleagues to explore and access supportive resources enabling them to meet the needs of children and young people. Plus, these networks are an excellent opportunity to share ideas and extend inclusive practice.

4. What do you consider to be the greatest challenge currently for mainstream and specialist schools in supporting children with special educational needs and/or disabilities?

Feedback informs us that mainstream schools are presented with an increasing complexity and diversity of needs for children and young people; and for our specialist school colleagues, we know that capacity is a real challenge across the sector.

5. What is most important to you about inclusion?

That all children and young people have a voice that allows them to access the whole curriculum and enables them to build their aspirations for positive life chances and successful futures.

Our Teacher Handbook is a great resource for all colleagues to dip into as a support when considering universal to individualised provision, and also helps to ensure equity of access. Also, our short online training modules have proved very popular with teachers and support staff to address gaps in knowledge through [FREE CPD](#)

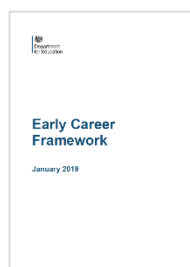


We thank Emma for highlighting here the support work of Whole School SEND across our region and we wish her every enjoyable success in her new role as Regional Lead for the South West.

REGISTER [HERE](#) FOR FREE ACCESS TO WHOLE SCHOOL SEND ONLINE TRAINING, RESOURCES AND NEWSLETTER COMMS
FIND MORE INFORMATION [HERE](#)
CONTACT EMMA [HERE](#)

Teachers | Emphasise the ‘Why’ While Modelling

“Teacher discussions that allow students to elaborate on their ideas or their methods, to reason out their thinking and question their strategies, have been associated with progress measured in the form of improved test scores.”



Effective teacher talk in the classroom has long been a key element of teacher practice. It is one of the core standards introduced to teachers in the Early Career Framework within standard 4:

“High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.”

Teacher talk can also greatly develop metacognitive thinking in students. The EEF’s Metacognition and Self-Regulated Learning guidance report highlights two types of talk that are particularly useful: learning talk and teaching talk. Learning talk includes narrating, questioning and discussing; teaching talk includes instruction, exposition and dialogue.

Modelling: what I’m doing and how I’m doing it

The EEF promotes the value of teacher talk with particular reference to its ability to reveal the thinking of the ‘expert learner’ in the room. When teachers model their thinking processes in approaching or completing a task, they are explicitly modelling to students the key metacognitive processes that have made the teacher an effective learner.

For example, an art teacher who is preparing to draw a self-portrait would consider the resources they need, know how they might make a start, and reflect on a self-portrait they have done before to remind themselves of how to complete the task. During the task, they may be regularly checking that the proportions of the drawing are correct, and considering out loud the different techniques they may use and why. Making these often-implicit thoughts and processes explicit arms students with the strategies they need to attempt a portrait themselves.

Do Not Forget the Why

Although this kind of modelling has become ever more common amongst teachers, we can stretch it further with very little planning, but to great effect. There is an element of teacher talk that all too often remains hidden: the why. Let’s return to our art teacher. They explicitly discuss the need to have resources to hand before beginning – paper, an HB pencil and a rubber. But they may well forget to explain why: that getting your resources to hand prepares you physically to begin the task; that you are therefore more engaged mentally; that having your equipment around helps ensure your focus is not broken by scrabbling to find it later!

The reason behind an H grade pencil? It creates fine, clear lines and is more smudge resistant. This could lead to a discussion on how other pencil types are more suitable for shading when hard, clear lines are less desirable.

Reasoning Supports Transfer

When teachers explain the intrinsic reasoning behind a particular strategy, the student gains a greater understanding of how it affects their learning. This core reasoning can often be transferred to other classrooms, particularly if the teacher makes this explicit, as Lauren Resnick notes: “with repeated opportunities for reasoning through dialogue, students imitate and refine skills that then... become available to them in other domains” (Asterhan et al., 2022).

For example, beginning a lesson by getting all your equipment out ready to go is a strategy that students in the art lesson could translate into all their other lessons because the intrinsic reasons remain: it mentally and physically engages you in the lesson, promotes independent organisation and ensures that if any equipment is missing, it is dealt with early in the lesson.

What this Might Look Like in the Classroom

Teacher discussions that allow students to elaborate on their ideas or their methods, to reason out their thinking and question their strategies, have been associated with progress measured in the form of improved test scores (Alexander, 2020).

Good examples of metacognitive talk in the classroom that were highlighted include:

- Evidence of reasoning (teacher stays with the same student or asks another, and requests evidence of reasoning, e.g., “why do you think that?” “What is your evidence?”)
- Challenge | (teacher provides a challenge or counter example) e.g., Does it always work that way? ‘what if...?’, ‘is that always true?’

This is well exemplified in a blog by Kirsten Mulholland (EEF Maths Content Specialist), who discusses how she debriefs students after a mathematical problem-solving episode in a primary school classroom. Although students initially struggled to answer questions such as “why did you choose to start in that way?” or “how did you know what it was asking you to do?” her regular use of a debrief encouraged strong metacognitive habits and ‘began to really open up conversations about learning, empowering students to take increasing control and responsibility’.

By Helen Thorneycroft, Kingsbridge Research School



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READ THE FULL ARTICLE [HERE](#) AND FIND MORE ABOUT KINGSBRIDGE RESEARCH SCHOOL [HERE](#)
READ THE EEF USING THE DEBRIEF TO SUPPORT STRUCTURED REFLECTION ON MATHEMATICAL PROBLEM-SOLVING BLOG [HERE](#)

Guidance on Staff Data Sharing in Mental Health Emergencies with SchoolPro TLC

Our sponsor SchoolPro TLC share their GDPR/data protection expertise and knowledge in an article here on the topic of sharing data about mental health to help to protect and keep your school/organisation up-to-date.

In light of recent updates from the Information Commissioner's Office (ICO), there is useful new guidance that provides clarity on the protocols surrounding the sharing of staff data during mental health emergencies. This guidance is particularly relevant to you as leaders within educational institutions, where the welfare of your staff is of paramount concern.



Key Points from the New ICO Guidance

Emergency Circumstances

The updated guidance reassures employers that they can share personal details of their employees in situations where there is a genuine belief that the individual is at risk of causing serious harm to themselves or others due to their mental health condition.

Balancing Privacy and Safety

It is crucial to balance the need for privacy with the need for intervention in serious circumstances.

The guidance outlines how and when it is appropriate to share such sensitive information, emphasising the need for thoughtful consideration and respect for the individual's privacy.

Implementing the Guidance

School and MAT leaders are advised to familiarise themselves with the new guidance.

This will ensure that all actions taken in such emergencies are compliant with data protection laws and are carried out with the individual's safety and privacy in mind.

Data Sharing Hub

The ICO has also reminded organisations, as part of this update, of their data sharing hub. This offers practical guides on the sharing of personal information and is invaluable for understanding the legal and ethical considerations involved in data sharing, particularly in sensitive situations.

Key Takeaways for School and MAT Leaders

Review and Understand the New Guidance

Ensure that you and your senior staff understand the conditions under which staff data can be shared in a mental health emergency.

Training and Awareness

Provide training for your staff on the new guidelines to ensure they are equipped to handle such situations sensitively and legally.

Update Policies

Review and, if necessary, update your school or MAT's data protection and mental health policies, as well as privacy notices, to align with the new ICO guidance.

Promote Mental Health Awareness

Foster an environment where staff feel supported and can openly discuss mental health issues, reducing the stigma and potentially mitigating emergencies before they arise.

We understand that this is a sensitive area, combining the need to respect personal privacy with the imperative to protect individuals in crisis. The updated guidance offers a clear framework for action, helping you to navigate these complex issues with confidence and care.



READ THE FULL ARTICLE [HERE](#) AND FIND OUT MORE ABOUT SCHOOLPRO TLC [HERE](#)
FIND THE ICO INFORMATION SHARING IN MENTAL HEALTH EMERGENCIES AT WORK GUIDANCE [HERE](#)

About Us

SWIFT is built on a partnership model of Colyton and Kingsbridge Teaching School Hubs; ten Teaching Alliances; local ITT providers; Multi Academy Trusts; Kingsbridge Research School, Curriculum Hubs; Devon Schools Leadership Service; Teach First and the Chartered College of Teaching.

By creating a strong, mature partnership, SWIFT acts as a multiplier within the education system, meaning we are much more than the sum of our parts. By working together in the spirit of mutual support and towards common goals we can make this a reality. The more than principle is enshrined in our logo, which is a stylised more than sign. >

We have a clear vision: to be a trusted partner for schools. We are guided by a set of values that ensure we support teachers and leaders to improve the educational outcomes for all children and young people, especially disadvantaged groups. To achieve this vision in accordance with our values, we have developed clear aims that guide our activities, and a coherent theory of change to show how the issues facing schools, our activity and our aims all line up.

Keeping in Contact

You have received this newsletter because you are currently one of our Colyton and Kingsbridge Teaching School Hubs' Schools and Partners.

If we have not got your preferred email address correct, or if you wish to unsubscribe, then please email SWIFT Executive Assistant, Jude Owens | Jude.Owens@sw-ift.org.uk

Connect with us on our socials for more updates and links to offers and news from our partners

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Educatering Awakens Appetites this Summer Term

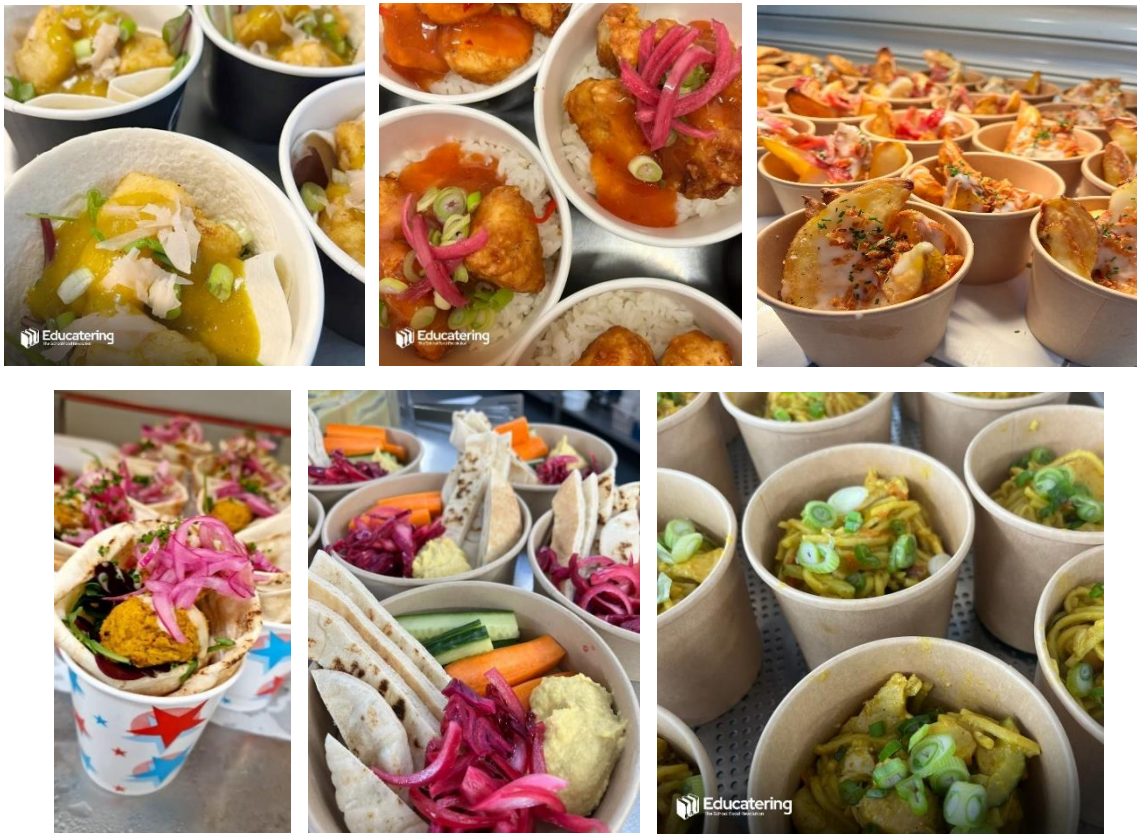
With the warmer months approaching, we are mindful that children and young people may not wish to sit down and eat a fresh hot meal, so we have been experimenting with new and improved recipes across our Grab and Go schemes within our secondary schools.



Educatering

The School Food Revolution

From loaded fries, stir fried noodles, curried chicken bites, katsu chicken wraps, houmous with pitta bread and veggie sticks and so many more. Packed full of flavour and nutrients for a filling, yet a light and easy lunch on the go.



Supplier Appreciation

Did you know all our Beef and Lamb is British and Raised here in Devon?

Educatering have a valued partnership with Dartmoor Farmers, who have been farming the land for thousands of years.

Stunning Belted Galloway (black cows with white bellies), Red Angus and many native cow breeds to UK and the family traditions have been passed down through generations and they pride themselves on keeping traditional family ethics of low food miles. All the cattle are born, reared, finished and slaughter within the Dartmoor National Park.

You will see flocks of white-faced Sheep out on the moors that have been reared since 1846 within the National Park, and they have very valuable wool and most importantly for us thinking about high-quality food catering is the meat product; referred to by locals that 'Angel meat, that tastes so sweet.'



FIND OUT MORE ABOUT EDUCATERING [HERE](#) AND CONTACT AND BOOK A FREE TASTING [HERE](#)



ONVU LEARNING

Teacher-led Continuing Professional Development | Championing Autonomy in Professional Development with ONVU Learning



"Professional development is the strongest lever school leaders hold for increasing long-term student outcomes. Great leaders find ways to implement PD to maximise its impact, to prioritise long-term benefits over shiny quick fixes, and to make time for PD by reducing the time teachers spend on less effective things."

*Professor Rob Coe, Director of Research & Development
Evidence Based Education, Theory of Change Report*

Introduction to Teacher-Led Continuing Professional Development

Who is the teacher you remember that made a difference in your life?

Were they inspirational? Encouraging? Caring?

Chances are you remember them because of how and what they did to help shape you, which would have been informed by how they applied their professional learning to your learning.

Schools are intricate environments that necessitate defined leadership for daily operations.

Yet, when it comes to continuous professional development (CPD), the traditional hierarchical management may not be the most effective.

With his extensive experience as a former teacher, Multi Academy Trust senior leader and Ofsted inspector, Matt Tiplin proposes a re-evaluation of these practices to foster an environment of support, rather than scrutiny. Matt champions a shift towards evidence informed teacher-led CPD, advocating a bottom-up approach that places teachers at the core of their professional growth.

Challenges of Traditional CPD Models

Traditionally, CPD programmes are orchestrated by senior leaders who determine the needs and strategies for staff development. This approach assumes that those at the top are best equipped to design and implement professional growth opportunities. A notion that Matt disputes.

By recognising teachers as classroom experts, there is a compelling case for granting them greater control over their professional development. Senior leaders can become expert orchestrators to achieve strategic improvement aims and release themselves from the burden of presumed expertise in every CPD topic.

The same approach is advocated in the Institute for Public Policy Research (IPPR) "Improvement through Empowerment" report and explored in-depth in Matt's recent blog: [Personalising CPD in Schools](#).

Innovative CPD Practices

To transform CPD into a more dynamic and responsive system, Matt suggests several practical changes:

- **Peer Learning Opportunities** | encourage teachers to invite colleagues to observe new techniques they are trying, or to visit others' classrooms for the same purpose.
- **Coaching Conversations** | replace traditional feedback with coaching-style dialogues that focus on developmental progress.
- **Teacher-Driven INSET Days** | Empower teachers to set the agenda for INSET days based on their own identified needs, fostering more targeted and relevant professional learning.

FREE Webinar to Engage with ONVU Learning

Excellent Teachers Create Excellent Memories Webinar | Thursday 11 July 2024 from 0830 – 0900

As we aim to enhance educational experiences, the principles discussed mirror the themes of the upcoming webinar "Excellent Teachers Create Excellent Memories."

This **FREE** webinar will delve into how empowering educators through innovative CPD can create enriching and memorable learning experiences.

It will be an essential session for educators committed to elevating their teaching and fostering impactful educational journeys.

Join us to explore how embracing teacher autonomy can revolutionise educational practices.

You can also meet the ONVU Learning Team at the [SWIFT Summer Conference](#) on Thursday 13 June 2024.



READ THE FULL ARTICLE [HERE](#) | FIND OUT MORE ABOUT ONVU LEARNING [HERE](#) | CONTACT [HERE](#)
REGISTER [HERE](#) FOR THE EXCELLENT TEACHERS CREATE EXCELLENT MEMORIES WEBINAR

Five Tips for Getting into Primary Supply Teaching with Exeter Supply Partnership

Primary supply teaching offers qualified teachers a flexible working arrangement with greater variety than a permanent school placement. It can be a great option for those wanting to dip their toe into teaching after qualifying, for anyone wanting to work more flexibly around their family or for teachers looking to wind down into retirement.



Being a supply teacher means less responsibility when it comes to lesson planning, a greater variety of classrooms and the chance to plan your own work schedule.

But, as with any career move, there are a few points that you need to consider before jumping in at the deep end. For anyone thinking about becoming a supply teacher, it can be hard knowing where to start, which is why we have put together our top five tips for getting into primary supply teaching.

1. Primary Supply Teacher Qualifications

If you are reading this article, the chances are you have already got the necessary qualifications to be a supply teacher.

You will need to have [Qualified Teacher Status](#) (QTS), so if you've already gained your qualification then you are good to go in terms of primary supply teaching.

If you are in the middle of your studies, you may be wondering if supply teaching is a good option for you. Many Early Career Teachers use supply teaching as a way of dipping their toe into the water before taking on a permanent placement with a school; whilst others choose to return to supply teaching after completing their statutory induction, working on supply for the remainder of their career.'

Whatever your position, so long as you have QTS, then primary supply teaching is an option available to you.

2. Do Your Research

It may sound obvious, but there's lots to consider before diving into supply teaching, so do your research in advance. Only you will know if supply teaching is the right choice for you personally, but on top of that you should also consider what type of schools you want to work in.

Know your boundaries when it comes to challenging behaviours from pupils and research each school thoroughly before accepting a placement.

That said, if you have picked a good [agency](#) – more on that later – they should have taken time to get to know you and your criteria before offering placements.

Heading into any school for the first time can be daunting, so make sure you know a bit about them in advance.

3. Learn to be Flexible

A huge benefit of supply teaching is that it offers a more flexible working arrangement. However, some teachers can take this a bit too far the other way and only make themselves available on certain days at certain times of the year.

If that works for you, great, but it pays to be flexible in terms of when you are able to work, so that you can take advantage of last-minute job offers.

All teachers would love to be able to book a holiday during school time, but this limits the placements you are then able to accept, so be aware of this. You should also communicate your availability clearly with your agency.

4. Be Confident

While there are, of course, many benefits to becoming a supply teacher, it can be tough switching schools regularly, so confidence is key here. It takes a great supply teacher to handle a class full of pupils they do not know, and you will be able to handle any issues quickly and effectively.

There may well be incidences where you arrive in a class and no lesson plan has been left for you, so the ability to think on your feet is key too.

Therefore, not only is it important that you are confident supply teaching is the right career path for you, it's also essential to have confidence in the classroom once you get there.

5. Find a Good Primary Supply Teaching Agency

There are many supply teaching agencies out there, so you need to find the one that suits you and your needs best. Besides offering out school placements, a good agency should provide support and opportunities for career development too. It's really important that whichever agency you choose takes time to get to know you as an individual and what stage of your career you're at.

Whether you are just starting out, looking to work more flexibly around your family or winding down into retirement, everyone's needs are different.

At [Exeter Supply Partnership](#) (ESP) we pride ourselves on working closely with both schools and teachers to find the perfect fit for both. We are not a one-size-fits-all agency and, strive to offer a positive experience for schools and teachers alike. Moreover, ESP is a not-for-profit Community Interest Company which we believe makes us different from the majority of supply agencies out there.

In addition, career progression comes as standard when you work with us and we offer free professional development via The National College and courses run locally to meet your needs.

For schools and MATs ESP offers [FREE](#) recruitment support. Advertise your vacancies on our jobs board [South West Education Jobs](#), or contact to discuss short-term supply needs and a more targeted approach. As well as this support being completely free, ESP do not charge a finder's fee if you wish to employ one of our teachers directly.

FIND MORE INFORMATION ABOUT EXETER SUPPLY PARTNERSHIP [HERE](#) | CONTACT [HERE](#) | PHONE 01392 927171 OPTION 1

Find out more about SWIFT and our partners [here](#) | 9

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