

Support Staff Programme 2018-19 - 'A Route into Teaching'

Programme Structure

Theme	Dates	Times	Venue	Description
Professional Culture & Building Professional Relationships with Other Adults, Agencies and Stakeholders	22.10.18 & 05.11.18	Both sessions 3.45pm – 5.30pm	The Pod, Canklow Primary School	<p>Session 1 – 'Self' With a focus on supporting the personal and professional transition into teaching, this session will explore areas including: values and moral purpose; expectations; and effective time management strategies. The session will also introduce participants to the core teaching standards.</p> <p>Session 2 – 'Relationships' This session will focus on establishing and maintaining professional relations with other staff in school, parents, governors and pupils. It will also introduce some effective strategies for building resilience and developing peer networks to support participants entering the teaching profession.</p>
Developing a Productive Climate for Learning	14.01.19	Full Day	am – various schools pm – Oakwood High School	<p>Morning – School Visit In small groups, participants will spend the morning in a school setting to experience a different learning environment with a focus on effective behaviour management.</p> <p>Afternoon – Facilitated Discussion All participants will reconvene in the afternoon to share experiences and through a facilitated discussion consider different approaches to creating a positive climate for learning. This will include a focus on proactive and reactive strategies, low level disruption and exploring the difference between 'behaviour' and 'behaviour for learning'.</p>
Pedagogy	28.01.19 & 04.02.19	Both sessions 3.45pm – 5.30pm	28 th January - Oakwood High School 4 th February – Oakwood High School	<p>Session 1 – Learning Styles Through this session, participants will be supported to consider different approaches and styles of teaching and learning and to consider their own personal preferences. The session will also consider findings from national research from organisations such as The Sutton Trust.</p> <p>Session 2 – Pedagogy This session will consider the importance of Quality First Teaching and how this can be linked to the teacher standards. Participants will be supported and challenged to consider what this might look like from different perspectives and how it might manifest itself in a lesson, in children's work/books, and through pupil voice.</p>
Child Development	25.02.19	3.45pm – 5.15pm	Rawmarsh Ashwood Primary	<p>'The Learning Journey' This session will focus on some of the theories of child development, including language acquisition and second language acquisition for EAL students.</p>
Progress for All	11.03.19 & 25.03.19	Both sessions 3.45pm – 5.30pm	The Pod, Canklow Primary School	<p>Session 1 – Progress for All Considering some of the national changes, this session will look at the move away from a more linear model of progress to one with greater 'depth and breadth' and the implications for measuring and making judgements about pupil progress.</p> <p>Session 2 – Progress Over Time This session will look more specifically at progress over time including what this looks like within a lesson and over longer periods of time. Participants will consider the triangulation of evidence and data to support judgements related to progress over time and for different groups of learners.</p>
Programme Reflection	13.05.19	3.45pm – 5.30pm	The Pod, Canklow Primary School	<p>The final session will be an opportunity for participants to reflect upon their learning journey throughout the programme and consider where they are personally and professionally against benchmarks such as the Teacher Standards as they make the transition into ITT and ultimately the teaching profession.</p>

(Further Details Overleaf)

The Mission

All students making at least good progress; No underperforming cohorts; All teachers delivering at least good learning; All schools moving to at least the next level of successful performance

Programme Overview

This programme aims to support colleagues currently employed in Support Staff roles in school to make the transition into teaching. Through this work we hope to:

- Equip colleagues supporting teaching and learning in schools to better deliver the mission.
- Develop the professional contribution each and every participant is able to make within their own school or setting.
- Design a continuous and progressive professional development offer that is sufficiently agile and flexible to meet the wide range of participant needs.
- Provide a process that will transform the professional culture of support staff.
- Develop an effective signposting system which promotes stronger recruitment of high quality teachers into the profession through school-led initial Teacher Training routes.
- Increase opportunities for outstanding school leaders, recognised in their own setting and by the wider system, to play a lead role in the design and delivery of school-led CPD.
- Ensure support staff CPD opportunities are located in current school practice, engender effective school-to-school support and lead to tangible school improvement.
- Provide real and authentic challenges for support staff which inspire and motivate, engage colleagues in school-to-school networking and promote leadership skillsets.
- Recycle and reinvest finances generated through the programmes back into the school system for the benefit of children and young people.

The Programme Will...

- Be designed and delivered by a range of Specialist Leaders of Education and serving school leaders from a variety of schools, contexts and phases.
- Be offered as a cross-phase development opportunity, with phase and/or context specific inputs where appropriate.
- Make explicit links to routes into teaching and ITT options, including not limited to School Direct.
- Run over a 6 month period.
- Support applicants to make the personal and professional transition to teaching but does not guarantee participants a place on an ITT programme. All ITT applications must apply following the national guidance and will be subject to the customary assessment processes. As outlined in the programme application form, if a participant on this programme does successfully gain a place on an ITT programme, the school endorsing their engagement with the Support Staff Development Programme is not obliged to employ the participant as a salaried trainee or host them as an unsalaried trainee.

Programme Participants Should...

- Hold the appropriate qualifications required to access ITT including a degree (preferably a 2:1 or above), GCSEs in English and Mathematics (and Science for primary)
- Have the intention of accessing an ITT route within the next 12-18 months.
- Ensure they have the support of their employing school prior to application.
- Attend all sessions of the programme.

Feedback From Recent Participants...

“Thank you for giving me the opportunity to attend the Learners First programme. It has been an incredible journey. I feel that I have gained many new skills and ideas that I can use in my current position and in my future career when I go onto teacher training. Every session has been very useful and inspiring.”

“Learners first was a very insightful course. It helped me learn, grow and develop throughout many different areas within education. I would highly recommend Learners First.”

“I found the course very enjoyable and informative. Meeting and hearing from different experienced professionals has given me something to reflect on and has informed my practice since”

“An amazing experience which has allowed me to develop into a teacher. Initially, you feel alone when starting teacher training however this programme provides you with a place to build relationships with others in a similar situation. The workshops are exciting and engaging and provide a greater understanding of what is required to be teacher. Overall, a fantastic experience that I’ll never forget!”

“The Support Staff Programme has opened my mind to a whole new world. Each session has given me some really interesting insights into what is expected of us as teachers. Talks from external professionals and visiting other places for first-hand experience has really added to the experience.”

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