



Guide to Teaching

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1.0 The English Education System

What types of school are there in England?

Around 90% of children in England attend a school that is publicly funded (a 'state' school), either directly from Government or through a local authority (local government). Around 7% of children attend a fee-paying school. Fee-paying schools make up the 'independent sector' and are sometimes known as 'private' or 'public' schools.

There is a range of publicly funded schools in England, not all are mentioned in this guide.

Provision of schools for 11-16 or 11-18 year olds in an area may consist of a combination of different types of school, the pattern, and names of different types of school, reflecting historical circumstance and policy. 'Comprehensive' schools largely admit students without reference to ability or aptitude and cater for all the children in a neighbourhood. In some areas there is a selective system in which the most academically able students attend 'Grammar' schools (sometimes known as High Schools) while the remaining students attend schools which may be called 'Secondary Modern' or 'Upper' schools. In most areas, students transfer from Primary to Secondary school at the age of 11 but some areas operate a system which includes 'Middle' schools (for children aged 9-13).

'Academies' are publicly funded schools. Academies benefit from greater freedoms to help innovate and raise standards. These include freedom from local authority control, the ability to set their own pay and conditions for staff, freedom around the delivery of the curriculum and the ability to change the lengths of terms and school days. Publicly funded schools may also be religious in character ('faith schools'). There are Church of England, Roman Catholic, Jewish, Muslim, Sikh and Hindu publicly funded faith schools in England.

How are English schools structured?

Most schools have very clear structures. As there are so many different types and sizes of school in England, it is impossible to give you a structure for all of them. However, there is often a structure like this:

- Executive Head or Chief Executive Officer (CEO) (in charge of a number of schools)
- Head teacher (The 'Head') or Principal in charge of a school
- Deputy Head(s) or Vice Principal(s) – part of the School Leadership Team (SLT)
- Assistant Head(s) or Assistant Principal(s) – part of the SLT
- Heads of Faculty – responsible for a group of subjects
- Heads of Subject – responsible for a subject
- Teachers – responsible for teaching classes Teachers (at all levels) may also be responsible for a tutor group and the pastoral care of these children.
- Teaching Assistants – responsible for supporting learning activities and teachers such as preparing the classroom.

- Cover Supervisors – responsible for maintaining teacher’s non-contact periods to cover absent teachers.

What are the phases in English education?

There are five phases of education in England. The education system is further split into blocks of learning called ‘key stages’:

1. **Early years** (Early Years Foundation Stage or EYFS). Early Years education takes place in a variety of settings including state nursery schools, nursery classes and reception classes within primary schools, as well as settings outside the state sector such as voluntary pre-schools, privately run nurseries or childminders.

2. **Primary** schools generally cater for 4 -11 year olds. Some primary schools may have a nursery or a children’s centre attached to cater for younger children. Most public sector primary schools take both boys and girls in mixed classes. It is usual to transfer straight to secondary school at age 11. This phase covers Key stages 1 and 2.

3. **Secondary** schools generally cater for 11 -16 year olds. Many schools also have a ‘sixth form’ that cater for 16-18 year old students. This phase covers Key stages 3 and 4, and Sixth form education covers Key stage 5.

4. **Further Education (FE)** is distinct from the education offered in universities (higher education). It may be at any level from basic skills training to higher vocational education or Foundation Degree. FE colleges cater for 16 -18 year olds, as well as adult learners.

5. **Higher Education (HE)** usually for those over 18, takes place in universities and other Higher Education Institutions (HEIs) and colleges. There are three main levels of HE course: Postgraduate courses, Undergraduate degree courses and other undergraduate courses. Some FE colleges offer HE programmes.

What subjects do English children have to study?

Publicly funded schools in England, except for academies and free schools must teach the national curriculum.

In primary school (key stages 1 and 2) school must teach: English, mathematics, science, design and technology, history, geography, art and design, music, physical education (PE) including swimming, computing, ancient or modern foreign languages (at key stage 2). Schools must provide religious education (RE) but parents can ask their children to be taken out of the whole lesson or part of it. Schools often also teach: personal, social and health education (PSHE), citizenship, modern foreign languages (at key stage 1).

In secondary school at key stage 3 schools must teach: English, mathematics, science, history, geography, modern foreign languages, design and technology, art and design, music, physical education, citizenship, computing. Schools must provide religious education (RE) and sex education from key stage 3 but parents can ask their children to be taken out of the whole lesson or part of it. Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about

reproduction, sexuality and sexual health. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want.

During key stage 4, most students work towards national qualifications - usually General Certificates of Education (GCSEs). The compulsory national curriculum subjects are the 'core' and 'foundation' subjects. Core subjects are English, mathematics and science. Foundation subjects are computing, physical education and citizenship. Schools must also offer at least one subject from each of these areas: the arts, design and technology, humanities, modern foreign languages. They must also provide religious education (RE) and sex education at key stage 4. In performance tables, the English Baccalaureate (EBacc) shows how many students got a GCSE grade 5 or above in English, mathematics, two of the sciences, a language, and history or geography.

At key stage 5, all students who do not get a Grade 4 in GCSE English and GCSE Mathematics are expected to retake them. Young people in this phase must study one of the following:

1. a "substantial vocational qualification" which will provide the knowledge and skills necessary to enter a trade or skilled occupation. This includes Apprenticeships
2. academic A Levels
3. vocational Tech Levels
4. applied General Qualifications

Options 2, 3 and 4 enable students to apply for Higher Education.

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

What accountability, inspection and improvement system is there?

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspectors visit and observe schools before producing inspection reports that grade schools (Outstanding, Good, Requires Improvement or Inadequate) and set out areas for improvement.

The Department for Education (DfE) also make data available on school performance against a range of statistical criteria.

The National Schools Commissioner and Regional Schools Commissioners (RSCs) work with school leaders to take action in underperforming schools. RSCs act on behalf of the Secretary of State for Education in the DfE and are accountable to the National Schools Commissioner.

Reference(s)

<https://www.gov.uk/national-curriculum/overview>

<https://www.gov.uk/government/organisations/ofsted>

<https://www.gov.uk/school-performance-tables>

<https://www.gov.uk/government/people/dominic-herrington>

2.0 Thriving as a Teacher

Here are a few tips to help you thrive as a teacher in England:

Note please see later sections on Behaviour Management and Safeguarding.

Be organised

Schools are busy places and teachers are busy people. You will need to make sure that you are prepared fully for your lessons, tutor sessions, meetings, planning and marking. Whether you use paper, digital tools (or both), make sure that you know what is happening and when. Most schools will provide you with a Teacher Planner (some schools may not provide this). Ask your colleagues how they organise themselves and their day. Listen to their advice.

You will need to become familiar – and quickly - with the timing of the school day and with your timetable of lessons. Write this into your Teacher Planner. Read the school handbook and policies.

Learn the layout of the school – perhaps by studying a floor plan (there is usually one in the school handbook or prospectus). If you get time during the day, do a walkabout around the school buildings to familiarise yourself with them. Find out where the main facilities are, such as the toilets, the staffroom, the Hall, the canteen, the school office, and the photocopying machine.

Manage your workload

Make sure you focus on the activities that will make the biggest impact on helping your pupils make progress. Your department is likely to have curriculum plans in place – following these not only save you time but also ensures that your students will cover the curriculum areas they need for tests and exams. The school will also have policies on marking and feedback, assessment and reporting to parents. Make sure you are familiar with these and ask your mentor to support you in making sure you are applying these policies in the most efficient way. The messages and principles from the reports from the independent review groups on eliminating unnecessary workload related to marking, lesson planning and data management would be helpful to you.

Develop yourself professionally

One of the Teachers' Standards requires that newly and recently qualified teachers can show a commitment to improving their practice, through appropriate professional development.

This emphasis on taking responsibility for your own professional development is a key element of the expectations of teachers as professionals.

Care about your own professional growth and development. Work with your mentor to identify objectives, and plan for the professional skills you need now - and in the

future - to do your job well. Have expectations that the school you work for will facilitate and enhance your professional development, and demonstrate a positive attitude to your professional future in teaching.

Reference(s)

<https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>

<https://www.gov.uk/government/publications/teachers-standards>

Support in school

Build up a support network in your school. Find out the names of key members of staff, especially the designated safeguarding lead for child protection. You should also identify a couple of senior managers in case you need to refer a student. Make a real effort to get to know the staff in the School Office as well as the caretaking staff and reprographics staff. Administrative and support people know a lot about the way that the school runs and they can make your life much easier.

When you start your role, you will be assigned a mentor. Normally a senior member of staff they will support you with any questions or issues you have in your first year.

You could consider getting involved in events outside your own subject and in after school activities to develop relationships with students and staff. Spend time in the staffroom talking to colleagues over coffee. Do not always work on your own - as tempting as it is to stay in your classroom at break and lunchtime preparing for your next lesson, it is important to get out and talk to staff about students. In many schools, teachers will take part in social activities after school or play sport – often on Fridays. This can be a great way to have fun and make professional connections.

Keep fit and healthy

If you look after your health and well-being, you are more likely to be an effective, happy teacher, so do not give up on hobbies, sport and exercise and do not stop socialising. As well as helping you to switch off, exercise and socialising will defuse your anxiety. Another good tip for relieving stress is to make time for eating sensibly and to get plenty of sleep. In short, do not let teaching absorb all of your time.

Support outside of school

Aside from friends and family, there are sources of support outside of school. For example the Education Support Partnership

<https://www.educationsupportpartnership.org.uk/>), is always available, day or night.

Their trained counsellors will listen to you without judgment and will help you think through any problems you might be facing to find a way forwards and feel better.

Their helpline is free and available to all teachers and staff in education. All calls are free of charge. Depending on your needs, they might:

- deal with your call personally and offer emotional support straight away
- offer action plan support (coaching)
- transfer you to one of their accredited counsellors
- connect you to one of their other services such as grants or information

- assist with referral for long term treatment (for example, to a doctor)

You should also give strong consideration to joining a professional association or union. There are a number of unions for teachers in England. You will need to decide which one to join for yourself. Take advice from your colleagues, but the final decision will be yours.

Membership will give you access to legal advice and support and offer you opportunities for professional development. In addition, teaching unions will seek to campaign on issues of relevance to the profession and on the issues of pay and conditions. The main teaching unions (for those who are not in school leadership) in England are:

- The National Education Union (NEU) (formerly the National Union of Teachers and The Association of Teacher and Lecturers)
- The National Association of Schoolmasters and Union of Women Teachers (NASUWT)
- Voice

You could also consider joining the Chartered College of Teaching, a professional body for the teaching profession - dedicated to helping teachers be the best they can.

If you have any questions about the information in this guide or want to learn more, please visit our community and discuss it with our experienced teachers.

Reference(s):

<https://www.atl.org.uk/>

<https://www.nasuwat.org.uk/>

<http://www.voicetheunion.org.uk/>

<https://chartered.college/>

Lesson Planning

“Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain. Inspectors are interested in the effectiveness of planning rather than the form it takes.” **Ofsted Inspection Myths 201, .**

So, Ofsted does not say how planning should be done. However, teachers must ensure that planning takes place so that teaching is effective. Your school may specify how they wish you to plan lessons, which should always be carried out in line with the principles and messages from the Planning and Resources Review Group (see below). If so, then you should follow this policy at all times. Having said this, most schools will allow you to develop and use your own methods as long as they are effective.

Why should teachers plan lessons?

The Teachers’ Standards make it clear that teachers should plan and teach well-structured lessons to:

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children’s intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Eliminating unnecessary workload around planning and teaching resources

In March 2016, the independent Planning and Resources Review Group, established by the Department for Education, published their report called ‘Eliminating unnecessary workload around planning and teaching resources’. The report included five principles for planning which schools should use to test practice and expectations in schools. The principles are motivated by a desire to ensure that planning is productive and that workload for teachers is manageable.

1. Planning a sequence of lessons is more important than writing individual lesson plans. Learning takes place over time. It is important to establish the starting points of your students. What do they need to know, understand and have developed at the end of a specified number of lessons?

2. Fully resourced schemes of work should be in place for all teachers to use each term. Ensure that your head of department gives you these so you can plan your sequences of lessons.

3. Planning should not be done simply to please outside organisations. The primary purpose of planning is to make sure students learn effectively not to show that they are.

4. Planning should take place in purposeful and well-defined blocks of time – often in Planning, Preparation and Assessment (PPA) time on your timetable.

5. Effective planning makes use of high quality resources. Teaching is a collaborative profession. Teachers should use the best of what is available to make sure students learn effectively.

What is effective lesson planning?

We have already noted that Ofsted does not have a preferred method of lesson planning. There are many resources on the internet that can help you with this. Peps McCrae identifies six effective lesson-planning habits:

1. Backward design: start with the end in mind. ‘Backwards design’ means starting with the question: “What do I want my students to have learnt by the end of the lesson/sequence of lessons?” Effective teachers spend more time identifying outcomes than selecting activities.

2. Knowing knowledge: ask yourself “Is this a lesson about learning something new or about learning to use existing knowledge better?” Both are important.

3. **Checking understanding:** build on what students already know. Develop reliable strategies to check students understanding (see the Assessment and Marking Guide) in lessons and to help guide your future lesson planning.

4. **Efficient activities:** When planning lessons it may be helpful to ask questions such as; ‘What is the least amount of explanation my students need before they can move on?’ ‘What is the least amount of deliberate practice they need to make progress?’

5. **Lasting learning:** use current knowledge of how memory works to build knowledge that lasts and is easy to recall. Deliberate practice supports effective learning.

6. **Inter-lesson planning:** plan for the past and into the future. McCrae says that teachers should get into the planning habit of asking: “What previous learning do we need to revisit in today’s lesson?” “What prior knowledge do I need to assess today so that I can plan properly for my next lesson?”

You should also consider how to involve teaching assistants (TAs) in your lesson planning, research shows that TAs are more effective when they are involved in lesson planning, so that they can support your teaching.

Reference(s)

<https://www.gov.uk/government/publications/teachers-standards>

<https://www.gov.uk/government/groups/teacher-workload-planning-and-resources-review-group>

https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf

Peps McCrea, 2015, Lean Lesson Planning: A practical approach to doing less and achieving more in the classroom.

John Hattie, 2012, Visible Learning Visible Learning for Teachers: Maximising Impact on Learning. Routledge.

What approaches to assessment are there?

There are two forms of assessment that take place in English schools:

- **Formative assessment** is the use of information from regular assessment of what students currently know and understand to support their learning and to inform future teaching. Any activity that can be used to help modify the teaching and learning is often called Assessment for Learning (AfL).
- **Summative assessment** is used to determine students’ knowledge and understanding at the end of a specified period of study. This is often for the purpose of accountability, reporting (to parents, governors, etc.), ranking or certifying competence. Sometimes, this type of assessment is called assessment **of** learning. The main summative statutory assessments are outlined in the next section. It is possible for assessments to be both summative and formative. For example, an end of key stage assessment could (and should) be used to help plan learning for students in the next key stage.

Assessment and marking should be carried out in line with the principles in the reports from the independent review groups on eliminating unnecessary workload in relation to [marking](#) and [data management](#). In particular marking should be seen as part of a broader feedback policy.

Assessments in English schools?

- the Early Years Foundation Stage Profile (EYFSP) summarises and describes pupil attainment at the end of the Early Years Foundation Stage. It takes place at the end of the Reception Year
- the phonics screening check is a light-touch check administered by teachers. The check assesses a pupil's phonics decoding ability to identify pupils needing additional support
- Teacher assessment judgements are made using interim teacher assessment frameworks and reported in mathematics and English reading (informed by internally-marked national curriculum tests), and English writing and science at the end of key stage 1
- Pupils sit externally marked tests in mathematics, English reading, and grammar, punctuation and spelling at the end of key stage 2. Teacher assessment judgements are made in English writing, English reading, mathematics and science.
- a range of outcomes - Attainment 8, Progress 8, the percentage achieving the required standard in English and Maths and those achieving the English Baccalaureate – is published in school performance tables at the end of Key stage 4
- a range of outcomes for students is published in school performance tables at the end of Key stage 5
- At the end of Year 11 (age 16) most students sit the General Certificate of Secondary Education (GCSE), usually in 8 or more subjects

There is a wide range of qualifications available to students in 16-18 education; most school sixth forms offer 'A' levels (Advanced levels) in academic subjects and may offer some vocational qualifications.

Analysis of the school's results against various measures (for example 'Progress 8', 'Attainment 8' and 'Floor standards') in these examinations are published in school performance tables (often known as 'league tables')

In addition to the national examinations, your school will have a programme of internal assessment to monitor the progress of students. These assessments may take the form of end of year exams and/or periodic assessment tasks where students complete a common task in class time and the outcomes are recorded/ reported.

Reference(s)

[http://dera.ioe.ac.uk/4565/1/formative\(1\).pdf](http://dera.ioe.ac.uk/4565/1/formative(1).pdf)

The importance of formative assessment

Since 2014, schools have been using their own ways to assess and report on student progress, rather than a national system. This change was to allow teachers greater flexibility in the way that they plan and assess learning.

You will need to ensure you are fully aware of your school and departmental assessment policies and follow them.

Most policies were developed using questions such as these:

- what does progress look like in our subject?
- how do we know when a student is making progress?
- how might progress vary over time?
- how can progress be assessed most effectively in our subject?
- which assessment techniques work best in our subject?
- how successfully do we use formative assessment approaches?
- how can formative and summative assessment work together to ensure effective assessment for learning?
- how do we benchmark/quality assure our assessment practices?
- how do the assessment practices in our department contribute to/work with whole school policy?

You should also ask these questions yourself when planning lessons.

Many schools encourage self- and peer-assessment as well as teacher assessment. Approaches to this should be clear in your school and department policy.

Marking as part of feedback policy

Giving written feedback to students on their work is called 'marking'. The Teachers' Standards make it clear that teachers should give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback. The Report of the Independent Teacher Workload Review Group published in March 2016, states that the quantity of feedback should not be confused with the quality. The quality of feedback, however given, will be seen in how a pupil is able to tackle subsequent work. It recommends that marking should be 'meaningful, manageable and motivating'.

Your mentor will be able to support you in applying the relevant standards to student work and giving appropriate and useful feedback. Looking at examples of other teachers' marking in your subject will help you to understand what is expected.

You should aim to achieve this when following your school and departmental marking policies.

Reference(s)

Refocusing Assessment, SSAT et al. 2017

<https://www.nfer.ac.uk/pdf/getting-to-grips-with-assessment-4.pdf>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/111163/GTeachers_standard_information.pdf

3.0 Continuing Professional Development – (CPD)

“Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development.”

From the grade descriptors for outstanding effectiveness of leadership and management, Ofsted Inspection Handbook, 2016.

What types of formal CPD are there?

Most of the formal CPD you will get will take the form of:

- INSET (IN Service Training) days – these are days in the school year that are closed to students but that teachers attend school as usual to receive training
- Twilight – this is a form of INSET that takes place after the school day has finished. Some schools do not have INSET days so that you get extra holidays but that means that teachers attend more after-school training sessions instead
- Induction – this is a programme of support, including twilight training, day courses, and mentor meetings, offered to you throughout your first year of teaching
- NQT year – this is an induction programme specially designed for newly qualified teachers (NQTs) who have passed their teacher-training qualification but need to complete a probation year in order to be awarded qualified teacher status (QTS).

Reference(s)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/553942/School_inspection_handbook-section_5.pdf

What other forms of CPD are there?

As well as this formal CPD, there are plenty of opportunities to engage in more personalised professional development, often as part of a programme agreed with your line manager or mentor. In order to make the most of your opportunities for CPD, you can use some of the following examples of five common forms of support:

- Lesson observations
- Joint planning
- Coaching and mentoring
- TeachMeets and training sessions
- Research

What are lesson observations?

A lesson observation for CPD purposes might be you observing an experienced colleague in order to learn from their practice, or might be you being observed teaching and being given feedback.

In both cases, it is wise to agree a focus for the observation in advance and ensure that sufficient time is set aside to discuss the lesson afterwards.

Your school may operate an 'open door' policy. This means that it is common for teachers to walk into each other's classrooms at any time to informally observe each other teaching.

Your lessons may also be observed by senior colleagues as part of whole school accountability or performance management systems.

What is joint planning?

Joint planning is where you and one or more colleagues plan together a lesson, or series of lessons. It is a very valuable CPD strategy as it provides the opportunity for you to understand the thinking behind the lesson plan.

A good way to develop your teaching is to plan and share lessons with other colleagues. Many departments do this as a matter of course – they develop resources with a view to sharing best practice and reducing each other's workloads. This is referred to as 'shared planning'.

Where possible, plan a lesson that a colleague/several colleagues can come and observe, being sure to focus on outcomes for students rather than on perfecting certain teaching techniques.

What are coaching and mentoring?

As a new teacher, the member of staff designated to mentor you will be a good source of support and learning. Your mentor will usually be someone more senior in the organisation and will probably be a line manager involved in your performance management or appraisal. Usually, there is a requirement that the mentor provides evidence of the mentoring process and its outcomes, for example demonstrating that you have met certain competencies (most often the Teachers' Standards), although this should always minimise the impact on workload for all concerned. Your mentor will act as a professional model and should support you to develop your professional skills.

The strategies above may be combined into a plan/ teach/ review cycle as part of the support offered by your mentor.

What are TeachMeets and training courses?

TeachMeets are informal meetings of teachers at which people share mini presentations (each usually about five minutes long) about their ideas for teaching.

They are a good way to meet people, get stimulating teaching ideas, and share your own ideas and strategies if you wish. They take place across the country and throughout the year. Your own school may hold one. They are advertised widely including on social media sites such as Twitter.

You may also be given the opportunity to attend training delivered by an external provider, along with teachers from other schools. These can be very valuable opportunities to learn from other teachers as well as from the trainer. Remember to

pay careful attention, as you will probably be expected to share your learning with your department on your return to school.

You can also get support from the acclimatisation support community. You will be provided with further information about how to access this from the acclimatisation provider.

What research is available?

There is no shortage of books and journals on teaching and learning to inform and inspire you, and your school professional development library or, possibly, your local library - is likely to have a number of these. As well as books, you may wish to subscribe to a research newsletter to access regular evidence-based academic information or look at the websites of educational research organisations such as the Education Endowment Foundation (EEF). Many are free of charge. The Chartered College of Teaching is building a research resource available to members, although some of its research publications are distributed free to all schools.

When looking at research, try to find summaries (or “meta-analyses”) rather than reading full, single papers. This will ensure that you get a more rounded view that covers a full range of opinion. You can then follow up individual papers, which seem most useful.

Social media is another good source of research and opinion. Twitter, in particular, can be a useful tool for teachers. Following the Twitter accounts of some of the top bloggers and thinkers can stimulate you to reflect on your own practice.

You do not have to contribute to the debate, although for many teachers engaging in the discussion can help clarify their own ideas. To begin with, simply find a few key people to follow and start reading and thinking. Subscribe to some teacher blogs, too, and sign up to emails from education organisations and publications.

Reference(s)

<https://educationendowmentfoundation.org.uk/>

4.0 Behaviour Management

“Good behaviour is not simply the absence of ‘bad behaviour’ (swearing, fighting, or retreating from classroom tasks). Good behaviour includes aiming towards students’ flourishing as scholars and human beings.”

Tom Bennett, ‘Creating A Culture: How School Leaders Can Optimise Behaviour’ (2017)

What is good behaviour?

In order to teach, a teacher needs to create a classroom atmosphere in which children can learn to the best of their ability. This means minimising the negative behaviours described by Tom Bennett in his report, as well as developing the positive behaviours of scholarship and personal development. The Teachers’ Standards (which Ofsted inspectors consider when assessing the quality of teaching in schools) cover

behaviour management. They state that teachers should manage behaviour effectively to ensure a good and safe learning environment. Teachers should:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

What is the expectation on schools?

All schools are required by law to have a behaviour policy, which outlines measures to discourage poor behaviour and prevent all forms of bullying amongst pupils. The policy should set out the behaviour expected of pupils; the sanctions that will be imposed for misbehaviour: and rewards for good behaviour. This should be communicated to all pupils, school staff and parents.

Schools are free to develop their own behaviour policies and strategies for managing behaviour according to their own particular circumstances. To help schools develop effective strategies the DfE has produced [advice for schools](#) which covers what should be included in the behaviour policy

Schools are held to account on behaviour through Ofsted. Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about personal development and welfare in the inspection report.

Reference(s)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115161/GTTeachers_standard_information.pdf

How can you ensure good behaviour in your classroom?

As a teacher, you will want to know the most effective ways to minimise any negative behaviour and maximise positive behaviour in your classroom. The starting point should be to always follow your school's policies on behaviour, rewards and sanctions.

Most of these (and most experienced teachers, school leaders and researchers) will suggest you do some, if not all, of the following:

- **Plan carefully** for the class you are going to teach. Much poor behaviour can be averted by thinking deeply about the needs of individual students and the objectives of the lesson. Plan for the positive scholarship and personal development behaviours you want to see. Be organised and punctual.
- **Share the school's expectations** of student behaviour with your class and make it clear that these are your expectations too.

- **Have a seating plan.** Most schools will expect you to do this and they will often provide you with the software to create them. There will probably be contextual student data on these plans – for example, SEN and prior attainment information. Use this information to really get to know your class.
- **Learn students' names.** A seating plan will really help with this. Learning names helps you to build relationships with individuals and allows you to reward and sanction them effectively. Remember, however, that you are not their friend. By all means, you can be friendly, but it is your duty to recognise professional responsibilities and boundaries.
- **Apply the rules fairly,** consistently and proportionately in line with your school's policies. Make sure that you see any sanctions through and, if necessary, involve other adults, such as mentors, Heads of Year and senior school leaders.
- **Remain calm.** If you are applying the rules fairly, consistently and proportionately this should be achievable. Becoming emotionally involved not only interferes with your well-being, it can often inflame the situation beyond your original concern.
- **Involve the parents.** The vast majority of parents want their child to do well. Time taken to make a constructive phone call home to praise good behaviour or to share your concerns about instances of poor behaviour will be time well spent.

In addition, the DfE's former advisor on behaviour, Charlie Taylor, produced a [checklist](#) on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in students.

What is pastoral care in English education?

A key feature of English education is pastoral care. There is a requirement for teachers to be involved in the pastoral care of all students. In England, in addition, it means that most teachers are not only teachers of their subject, they also have pastoral responsibility for a particular group of students (often called a Form or Tutor Group) that they see every day. This pastoral responsibility is for the group's welfare and wellbeing as well as to ensure that these students are following school rules.

What is a Form Tutor?

A Form Tutor is someone who has pastoral responsibility for a group of students. In some schools, they are called Class Mentors, or may have other names. Most schools have Year Group forms (all the children are in the same academic year), others have 'vertical' tutor groups (children come from a range of year groups).

What does a Form Tutor do?

A primary school teacher is the main subject teacher and the Form Tutor for their class. Most secondary teachers are subject specialists for a range of different classes but also act as a Form Tutor for one particular group of students. Whether you work in a primary or a secondary school, the role of Form Tutor is vital to the efficient running of the school and, more importantly, to the successful pastoral care of students.

A Form Tutor is the first point of contact to whom a student should turn for help and advice, although it may be necessary for the tutor to refer the student to their Head of Year, Special Educational Needs Coordinator (SENCo) or other senior leader. You will be required to 'take the register' (usually twice a day) to confirm which of your 'tutees' are in school and which are absent and to record any lateness. This is a statutory (legal) responsibility. It will be your responsibility to follow up this absence and lateness. This will probably involve contacting the child's parents.

Most schools will have a clearly defined tutor programme that will likely include some of the following:

- group discussions
- focused reading
- checking student planners/diaries
- talking to students who are on behavioural reports and signing these reports
- checking students are correctly dressed in uniform
- academic tutoring
- passing on key messages from the Head teacher and other staff

How are pastoral systems organised?

There are many different ways that schools are organised pastorally.

This is a common way:

Many schools also operate a 'House' system and may have staff with the role of 'Head of House'. This system is a traditional feature of schools in large parts of the English-speaking world. The school is divided into units called 'houses' and each student is allocated to one house. Houses may compete with one another at sports and maybe in other ways (for example, attendance and academic rewards).

A typical pastoral system maybe organised as per the below structure including:

- Head teachers
- Senior Leaders for Pastoral Care (Designated Child Protection Lead)
- Heads of Year
- Form Tutors

5.0 Safeguarding

What is safeguarding?

The Department for Education (DfE) summarises it as:

- Protecting children and learners from maltreatment
- Preventing impairment of children's and learners' health or development
- Ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

What constitutes abuse?

Child abuse is widely defined, but may include physical abuse; emotional abuse, which is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development; sexual abuse, which involves forcing or enticing a child or young person to take part in sexual activities, including prostitution; and neglect, which is the persistent failure to meet a child's basic physical and/or psychological needs, and is likely to result in the serious impairment of the child's health or development.

What constitutes physical abuse and what should you look out for?

Physical abuse is defined as 'deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures and broken bones
- Children with unexplained:
 - o bruises or cuts
 - o burns or scalds
 - o bite marks.

What constitutes emotional abuse and what should you look out for?

Emotional abuse is defined as 'the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.' Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child; and bruises or cuts
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

What constitutes sexual abuse and exploitation and what should you look out for?

Sexual abuse is defined as 'any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong.' Some of the following signs may be indicators of sexual abuse:

- children who display knowledge or interest in sexual acts inappropriate to their age
- children who use sexual language or have sexual knowledge that you wouldn't expect them to have

- children who ask others to behave sexually or play sexual games
- children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

Child sexual exploitation is ‘a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults.’ It doesn't always involve physical contact and can happen online.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or don't take part in education

What constitutes neglect and what should you look out for?

Neglect is ‘a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Some of the following signs may be indicators of sexual abuse.

- children who are living in a home that is indisputably dirty or unsafe
- children who are left hungry or dirty
- children who are left without adequate clothing, e.g. not having a winter coat
- children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- children who are often angry, aggressive or self-harm
- children who fail to receive basic health care
- parents who fail to seek medical treatment when their children are ill or are injured

What are a school's responsibilities?

The DfE makes it clear that schools must provide a safe environment and take action to identify and protect any children or young people who are at risk of significant harm.

Schools are required to carry out pre-appointment checks as set out in Keeping children safe in education, to help prevent unsuitable people from working with children and young people; to promote safe practice and challenge unsafe practice; to ensure that staff receive the necessary training for their roles; and to work in partnership with other agencies providing services for children and young people.

What are a teacher's responsibilities?

- Teachers must be familiar with the procedures in their school, academy or college for dealing with suspected child abuse. Concern or suspicions should be reported. Each school will have a safeguarding policy in place that explains in detail how they respond to child protection issues. Ensure you have received this policy and read it thoroughly.
- Each school, academy or college has a designated member of staff responsible for child protection/safeguarding matters. The 'designated safeguarding lead (DSL)' will usually be a teacher and he or she must undertake regular training on child protection and inter-agency work. One of your tasks when you start at your school is to find out who this person is.
- Teachers are not responsible for investigating suspected abuse but must know to whom they should report any concerns. Each school, academy and college will also have procedures for dealing with allegations of physical or sexual abuse, which have been made against members of staff.

What should I do if a child tells me that they are being abused or neglected?

If a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. At all times, you should explain to the child the action that you are taking. It is important to maintain confidentiality, but you should not promise that you wouldn't tell anyone, as you may need to do so in order to protect the child.

'Keeping Children Safe in Education' outlines the statutory guidance for schools and outlines the procedures that schools and teachers should follow. It is available at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

When is physical contact acceptable?

Teachers in England have a legal power to use reasonable force to discipline pupils for misbehaviour and this includes the power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing disorder. The Department for Education believes that schools should not have a 'no touch' policy because there is a real risk that this could prevent teachers from fulfilling their duty of care towards pupils. For instance, it may be necessary to make physical contact with a pupil to prevent them from causing harm to themselves, others or school property.

There are also times when physical contact between teachers and pupils is proper and necessary. For example, a teacher demonstrating how to play an instrument, comforting a pupil or administering first aid it is acceptable and necessary for teachers to touch the pupil.

Reference(s)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

6.0 Special Educational Need or Disability

What is SEND?

One in seven children in England is identified as having a Special Educational Need or a Disability (SEND). A child or young person has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she— (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection when of compulsory school age (or would be likely, if no special educational provision were made).

This means that around five to seven pupils in each class may have SEND - and so every teacher needs to take responsibility and meet the learning needs of these students. Schools must use their best endeavours to make sure that a child with SEN gets the support they need (i.e. doing everything they can to meet children and young people's SEN. Some of the main needs are:

- Autistic Spectrum Disorder (ASD)
- Attention Deficit (Hyperactivity) Disorder (ADHD)
- Speech, Language or Communication Needs
- Social, Emotional and Mental Health Needs
- Physical Disabilities
- Dyslexia and Dyscalculia
- Sensory Integration Disorder

Those with the most complex needs have an education, health and care (EHC) plan.

An EHC plan describes a child or young person's special educational and other needs and the outcomes they are working towards achieving. The EHC plan specifies the special educational provision and any related health provision and social care provision a child should receive. The local authority will usually issue an EHC plan if it decides, following a statutory assessment, that all of the special help a child or young person needs cannot be provided from within the resources of the school or other educational institution. These resources could include money, staff time, and special equipment. EHC plans are available from birth up to age 25.

More information on SEND can be found here in the government [summary of the topic](#).

What is a SENCO?

Every school has a special educational needs coordinator (SENCO) who works with other teachers and parents to make sure the needs of children with special educational needs or a disability are met by the school, efficiently and effectively.

The SENCO makes sure:

- parents are kept informed about their child's special educational needs

- the student has clearly targeted support which is regularly reviewed and monitored
- information about the student's needs and that their records are kept up to date.

The SENCO also supports staff and other professionals working with the student and works with external agencies that may be involved with the student, including specialist teaching teams, educational psychology services, autism outreach, health and social services and voluntary bodies.

Once you arrive at your school, it is a good idea to arrange a meeting with the SENCO to discuss the needs of any children with SEND that you teach and how you can best support them.

Reference(s)

<https://www.gov.uk/children-with-special-educational-needs>

Educational acronyms

<http://www.teachin.co.uk/resource/guide-to-british-education-acronyms/>