



# gsl

## Education

**Introductory Guide for Supply Education Professionals**

## Part 1

### Welcome to the Supply World

Entering the world of supply teaching, whether as a new or experienced teacher; teaching assistant; cover supervisor; technician or tutor is a challenge - but ultimately an extremely rewarding one. Follow the tips below and you'll be on your way to success. For emergency supply morning or full day bookings, you may receive a phone call from us between the times of 7:00 am and 9:00 am:

- Please keep your phone switched on and near you at all times so you don't miss out on work opportunities
- Be dressed and ready to leave promptly by the time we call as **punctuality is extremely important** for both your reputation and ours. Also, if you're late this may result in the pupils being left unsupervised!
- Most schools like to have supply teachers in the school **no later than 8:15am** in time for registration and to provide you with the information for the day
- There **is no excuse** for arriving later than 8:15 am for **pre-bookings**
- If you cannot attend a shift due to **extraordinary circumstances**, you must **ring us by 7:15am** so we can find a replacement and contact the school
- If you are running late **please find a way to ring us** as soon as you can so we can forewarn the school

For pre-bookings or emergency afternoon bookings we may ring any time during office hours which are **Monday – Friday 7am until 6pm**.

#### Dress Code

It's important to ensure you represent yourself professionally and **set an example** to your pupils.

As a general rule:

- **Absolutely no jeans, tracksuits, T-shirts or trainers to be worn (unless you're a P.E supply teacher)**
- Formal attire only – preferably a suit (in fact some schools are now specifying it compulsory for all teachers to wear a suit)

#### Finding your way to school

**We'll give you all the necessary information** on how to get to your booking, including:

- Name of school/college
- Address
- Name of contact person who will induct you and sign your timesheet
- Nearest tube/bus station
- Rough walking route from closest transport links
- Any additional information about the school/college that will help prepare you for your day

If there's a last minute emergency, we'll text you all information **while you make your way** to the nearest station to the booking

- If you have time, you can check: [www.tfl.gov.uk](http://www.tfl.gov.uk) and [www.nationalrail.co.uk](http://www.nationalrail.co.uk) for transport instructions or [www.google-maps.co.uk/](http://www.google-maps.co.uk/) and [www.theaa.com](http://www.theaa.com) for driving routes

### **Proof of Identity**

- Please ensure you have **photo identification** on you at all times in the form of a **driving license or passport**
- Schools may also require you to take with you a **copy of your most recent Enhanced DBS and proof of address** – we'll notify you of specifics at the time of the booking should a school require additional documentation
- Please ensure to also bring along your **GSL issued ID Card**

### **Expectations of a Supply Teacher**

By now you will have safely and soundly arrived at your destination with (hopefully) ample time up your sleeve to take stock of your new surroundings and **prepare yourself** for the day ahead

### **First Impressions Last**

It can be stressful finding your way to a new environment for the first time and a struggle to remain composed when you have battled with tubes and busses. However, from the moment you walk into the learning institution **you are representing your skills and both of our reputations**. Creating a good first impression is very important:

- Come in with a **smile** on your face and a **positive attitude** to those around you
- Always be willing to **go above and beyond the call of duty** and if extra is needed – step in
- **Be calm** and confident
- Show initiative and **be proactive**
- **Ask questions** – it shows you are interested and helps you prepare for the day ahead
- Please ensure that your mobile phone is either switched off or on silent for the duration of the day and under no circumstances answer your phone in the classroom
- **Lead by example**

### **School Procedures**

- **Introduce yourself** at reception, state you are a supply teacher from **GSL Education** and ask for the **contact person** whose name would have been supplied to you in the morning
- You must **sign in** and **show identification** at reception
- You'll be **given a visitors badge**
- You'll then be met by the contact person or somebody at reception who will **provide you** with any or all registers of the following: school behaviour policy, school map, your timetable for the day, student register, work set, emergency contact numbers and other general induction information
- **If you are not given information you feel is vital – ask for it!**

## Part 2

### *Timesheets & Timesheet Procedure*

All timesheets are processed online by us and this is automatically done every week. However there are few schools that still require paper timesheets.

Please ask your consultant whether the school you have been booked into requires paper or online timesheets.

## Part 3

### *Behaviour Management*

Harnessing the power of **creative, effective classroom and behaviour management** is one of the major challenges faced by supply teachers. The points below should help you a) **gain the respect** you deserve from the class b) **facilitate learning** and, finally, c) **become** a popular, **in-demand** supply teacher at each school you go to:

- Every school will have their own **policy on behaviour** so please ensure you read it and follow the school's procedures to the letter
- **Introduce yourself** to the class and write your name on the board – tell the pupils their teacher by the name of '.....' is absent today, that you'll be taking their lesson, and to sit in their normal seats
- If a register is provided, often it is **a good idea to get a pupil to read it out** on your behalf so you have the opportunity to **take note of names** and faces
- **Set the lesson objectives** by writing them on the board and going through them clearly with the class
- **Set clear ground rules** and expectations on behaviour – these will be the normal existing rules that the pupils are familiar with and that you will be reinforcing
- If for some reason you do not know the school's behaviour policy – ensure you elicit rules from the pupils on standard practice, negotiate new rules where necessary and then ultimately bring your own rules as a last resort
- A good tip is, whenever possible, to **give the pupils choices**. You could choose two things which are examples of appropriate behaviour and let them decide between them so they feel they have been consulted. This also encourages team work and ownership
- **Be consistent** – repeat the rules/consequences and lesson objectives to steer pupils on task
- Use **positive reinforcement**. Always encourage pupils who are behaving well e.g. "I like the way you are sitting quietly and working so hard"
- **Find out names of the senior management team** and refer to them
- **Avoid sarcasm** and negativity
- Be **emotionally neutral** when dealing with inappropriate behaviour. Avoid getting upset and angry as then **you are no longer in control**
- **Separate** the behaviour from the child. "I like you, but not the way you behave"
- Be firm but fair and **be a good role-model**; if pupils respect you they are more likely to listen to you and do their work quietly

- Change seating arrangements to **break up groups of poorly behaved pupils** who are influencing each other
- If you cannot deal with the issue inclusively, then **don't be afraid to seek help** send a well behaved pupil to fetch a senior member of staff
- **Never leave the classroom unattended**

### Classroom Management – Some extra pointers

- **Be prepared** – bring some lesson plans with you as a back-up – even if you are covering a class you are not a specialist in, you can use your plan as a template for work set
- Change your lesson to **incorporate different types of activities to engage the pupils**
- **Don't let on to the class you are only there for one day as a supply teacher – pretend you will be back in tomorrow**

## *Part 4*

### *Child Protection*

All workers employed by GSL Education must have a **duty of care for the physical and mental wellbeing of the children** they come into contact with whilst working through our agency:

- Any **abuse, neglect, or general concerns** about a child witnessed by a GSL worker must be **reported to a senior member** of staff without getting directly involved
- Any **physical contact** with a child is **legally prohibited**
- Use desks, chairs or **types of furniture** to act **as natural barriers** between you and the child if confronted
- Do not give out your personal **contact details**
- **Avoid inappropriate language**
- If a child wants to speak to you in private, make sure someone is present or nearby
- If a child discloses something to you in confidence – **listen without judging** them but do not promise to keep a secret; **explain to the child** that you might have to share the information with an appropriate person within the school. If you do this, relay information in the child's own words

*If you need any further information or have any questions, please don't hesitate to call or email the office and speak to a consultant*

*The GSL Team*

## **Part 7**

### **Resources**

#### **Teaching Related Links:**

Check out [www.gsleducation.com](http://www.gsleducation.com) for many useful links

#### **Educational Organisations**

Department for Education [www.education.gov.uk](http://www.education.gov.uk)

Office for Standards in Education (Ofsted) [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

National Network for Learning [www.nen.gov.uk](http://www.nen.gov.uk)

#### **Curriculum Resources**

The National Archives [www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk)

Education and Curriculum Resources [www.theteachernet.co.uk](http://www.theteachernet.co.uk)

#### **Teaching Resources**

Behaviour management [www.theteachersguide.com](http://www.theteachersguide.com)

Schools Net [www.schoolsnet.com](http://www.schoolsnet.com)

BBC Educational Resources [www.bbc.co.uk/learning](http://www.bbc.co.uk/learning)

Resources for Primary Teachers [www.primaryresources.co.uk](http://www.primaryresources.co.uk)

TES Resources [www.tes.co.uk](http://www.tes.co.uk)

Teaching Resources [www.4teachers.org](http://www.4teachers.org)

Guardian Education [www.guardian.co.uk/education](http://www.guardian.co.uk/education)

#### **Magazines in Education**

Times Education Supplement [www.tes.co.uk](http://www.tes.co.uk)

New Scientist [www.newscientist.com](http://www.newscientist.com)

The Economist [www.economist.com](http://www.economist.com)

#### **Transport**

National Rail [www.nationalrail.co.uk](http://www.nationalrail.co.uk)

Transport for London (TFL) [www.tfl.gov.uk](http://www.tfl.gov.uk)

Google Maps [www.maps.google.co.uk](http://www.maps.google.co.uk)

Driving Routes [www.theaa.com](http://www.theaa.com)

#### **Immigration and work permits:**

#### **UK immigration and Work Visa**

UK immigration and Work Visa [www.workpermit.com](http://www.workpermit.com)

Immigration and Nationality Directorate [www.ind.homeoffice.gov.uk](http://www.ind.homeoffice.gov.uk)

### Examination Boards

AQA Examinations [www.aqa.org.uk](http://www.aqa.org.uk)

### Professional development and qualifications

Short Courses for Teachers: Institute of Education [www.ioe.ac.uk](http://www.ioe.ac.uk)

Training and Development Agency: TDA [www.tda.gov.uk](http://www.tda.gov.uk)

The Qualifications and Curriculum Authority: [www.qca.org.uk](http://www.qca.org.uk)

Distance learning courses in Basic Skills, EFL, ESL, IT Business Management: [www.learndirect.co.uk](http://www.learndirect.co.uk)

Teacher training certificates for primary & GTP: [www.urbanlearning.org.uk](http://www.urbanlearning.org.uk)

Leadership development: National College for Leadership of Schools and Children's Services:  
[www.nationalcollege.org.uk](http://www.nationalcollege.org.uk)

### Type of Qualification: Qualification

UK NQT Induction training (1 year) Qualified Teacher Status

Overseas Trained Teacher QTS training (up to 1 year) Qualified Teacher Status

Graduate Teacher Programme (1 year) Qualified Teacher Status

Registered Teacher Programme (2 years) Qualified Teacher Status

### Life in London Links

[www.timeout.com](http://www.timeout.com) The online version of Timeout magazine with everything you need to know about what's happening in London

[www.londonnet.com](http://www.londonnet.com) General guide to London

[www.thisislondon.co.uk](http://www.thisislondon.co.uk) News, jobs and entertainment

[www.tntmagazine.co.uk](http://www.tntmagazine.co.uk) Online version of the ubiquitous TNT magazine

[www.londontown.com](http://www.londontown.com) Online newspaper featuring news, guide and ads

[www.gumtree.com](http://www.gumtree.com) Find a flat, a job, buy and sell your gear, find lost friends and make new ones...