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**Preparation Pack for Primary ECTs**

**We understand that the first few weeks in your new job can be a little daunting and that you may feel like you have 101 things to think about. The aim of this pack is to help you organise your thoughts, prioritise tasks and to help you be fully prepared to begin your ECT induction.**

**Your ECT Induction**

To prepare for your first week:

* Find out who your mentor is and when you will have your first meeting
* Ensure that you know your ECT **targets** (from your final placement)
* Re-familiarise yourself with the [Teachers’ Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf) and the [Early Career Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)
* Find out how you will be expected to gather evidence (records of meetings/ progress etc). Some schools ask ECTs to record evidence electronically, whilst others may ask you to set up a folder ready for the year ahead
* Re-read your **CEDP** and have a copy ready for your mentor – this was written prior to you leaving YSJ and, for many of you, before you got a job. You therefore now need to think about this in the context of your employing school. This may mean that some of your targets need adapting to suit the year group or setting that you are working in. This is something to discuss with your mentor in your first meeting.
* Remember to download any useful documents/ PowerPoint files from Moodle and re-read some of the key documents available on our [ECT website](https://blog.yorksj.ac.uk/ite/newly-qualified-teachers/).

Don’t forget everything that you have learnt at York St John University and whilst on placement – this knowledge and experience will be of great importance to you in your ECT induction.

**Knowing your Class** [](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjtlfWSxM7UAhWGbVAKHbnGAYgQjRwIBw&url=https://www.morleylibrary.org/children/children-s-outreach&psig=AFQjCNHdowrAv0RP9b_l0LX1Ou-_UpE-bw&ust=1498120551690895)

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| **Consider the following:** | **Notes:** |
| Children with SEND |  |
| Children with EAL |  |
| More able children |  |
| Disadvantaged children (Those eligible for free school meals in the last six years, looked after children and those adopted from care, pupil premium) | ESSENTIAL INFORMATION |
| BAME children |  |
| Children’s backgrounds (travellers, refugees, service children) |  |
| Children on the school’s child protection register (note that this also be called ‘Safeguarding’ or ‘At Risk’ register) | It is vitally important that you know who these groups of children are. Ensure that you speak to key members of staff to find this out. |

**Organisation and Management of the Class**

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| **Consider the following:** | **Notes:** |
| Possible home/ community influences |  |
| The whole school behaviour policy – what will this look like in your classroom? What systems will you have in place? |  |
| School routines e.g. where your class lines up after playtime |  |
| Classroom support e.g. teaching assistants, nursery nurses, parent helpers |  |
| Organisation and use of resources – where are resources shared by the whole school kept? Is there a way of booking them? |  |
| Organisation and use of ICT - where are IT resources shared by the whole school kept? Is there a way of booking them/ booking the IT suite? |  |
| Consider how you may initially group children (Don’t forget that this will change over time and also consider the use of mixed attainment groups) |  |

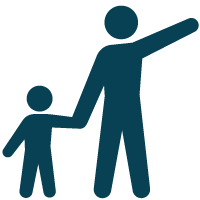
**Information to Collect**

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| **Consider the following:** | **Notes:** |
| Class lists (names, d.o.b)  Consider also any children with allergies/ medical needs |  |
| Information on children’s current attainment (speak to children’s previous teacher(s)/ read their end of year reports) |  |
| IEPs (support plans)/ EHCPs and other SEND documentation – ensure that you read these and consider how you classroom/ teaching may need adapting to meet the needs of the child(ren). Also establish what support/ budget is available for children with SEND in your class. |  |
| School policies e.g. marking, child protection (also find out who the person responsible for safeguarding is) |  |
| Timetables e.g. PE/ IT slots, assemblies/ playtime rotas |  |
| IT login |  |
| Know how to access the school/ what to do if you are ill/ there is an emergency – consider collecting phone numbers of key staff |  |
| Find out how your school plans – LT, MT, ST plans  Get to know the national expectations of the year group you will be teaching and familiarise yourself with the curriculum. |  |
| Check key dates for the first term e.g. staff meetings, parents’ evenings.  Does the school hold pupil progress meetings? If so, when are they? |  |
| Find out how the school register works – paper/ electronic? What symbols are used for absences etc? |  |
| Familiarise yourself with emergency procedures e.g. fire exits/ meeting points |  |

**Setting up your classroom**

**Parents**

In order to get to know your children, it is essential that you get to know their parents too. Consider opportunities to meet with parents as soon as possible.



**Research Task: How is pupil premium money spent?**

Find out how pupil premium money is spent in your school and consider what you might need to do as a result of this.

We are not suggesting that you need to go out and buy these things – many will already be in school!

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| **Consider the following:** | **Notes:** |
| Baskets and pots for stationery – consider what the children will need to be able to access every lesson – where should these be kept? Do you want children to access resources independently? |  |
| Stickers/ stamps/ rewards  *Check your school’s policy on the use of these* |  |
| Plants/ rugs/ cushions |  |
| Any particular class books you want to read  *You may want to keep your own books separately from the class’s reading shelves/ area.* |  |
| Relaxing music for appropriate times |  |
| Teacher’s diary/ planner |  |
| Printer/ laminator/ visualiser – know where they are located |  |
| Room organisation – will you have a quiet area? Reading area? How will tables be set out? |  |

**Further details for setting up your classroom**

**Displays**

It is always nice for the children to come in to a colourful classroom rather than bare walls. Therefore you may want to consider having a few displays up ready. If you have opportunity to work with your new class on transition days before the summer break, consider making use of this time to create something that could be displayed in their new classroom.

Some ideas (please do not feel that you need to have all of these in your classroom):

* An emotions display (where children can display their current emotions)
* ‘All about our class’ display
* Starting displays for topics and units to be covered/ planning display (particularly for EYFS)
* Birthday display (particularly for EYFS/ KS1)
* Encouraging reading display
* Learning/ wonder wall (so children can put up questions and answers about things they would like to know/ have found out)
* Number wall/ Maths challenge wall/ working wall
* Celebrating success display
* Behaviour/ reward display
* Visual timetable

Some schools may stipulate certain displays that you must have in your classroom – make sure you check this beforehand. It may be worth looking at some other classrooms around school for inspiration too.

**Labels**

Consider if you need:

* Coat pegs labels
* Tray/ drawer labels (names and resources)
* Welcome door sign
* Monitors’ names

**Your well-being**

It is important (but easier said than done) to keep a healthy work/life balance. Ensure that you eat healthily and that you take the time to do the things that you enjoy i.e. hobbies/ spending time with friends and family. Don’t let school work take over! You may want to consider setting a time when you will leave school at the end of the day or a time when you switch your laptop off each evening – be strict with yourself and ensure you take time to relax and wind-down.

You may find the resources and ideas of support written as part of the DfE’s [‘Reducing Teacher Workload’ toolkit](https://www.gov.uk/government/collections/reducing-school-workload) useful.

**Some words of wisdom from those who have recently finished their induction:**

Prepare to find the first few days, weeks and months difficult, tiring and emotional. Not only are you entering the full time teaching career, which is demanding enough, you are starting a new job and (for a lot of you) full time work for the first time. It may take time to get to grips with managing the workload as well as getting to grips with your new work environment. You don't have to be outstanding straight away and expect to make mistakes.

Make sure you have a rest over the summer. Prepare yourself for the heavy workload.

Use your ECT time wisely – use it to develop yourself as a teacher.

Finally…**GOOD LUCK!**

We have every confidence in you.

Don’t forget to keep in touch – [NQT@yorksj.ac.uk](mailto:NQT@yorksj.ac.uk)

and make use of our website: <https://blog.yorksj.ac.uk/ite/newly-qualified-teachers/> .