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**Preparation Pack for Secondary 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.**

**ECT Induction**

To prepare for your first week:

* Find out who your professional mentor/ induction tutor 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/665520/Teachers__Standards.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)
* Set up a folder ready for the year ahead to keep records of meetings and progress
* 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 school 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.

**The following sections are aimed at helping you develop an overview of pupils, classes and key information to support preparation and overall planning.**

**Knowing your Pupils**[](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)

It is important to get to know pupils in each of the year groups you teach. Each class/ group of pupils will have different strengths and needs.

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| **Consider the following:** | **Notes:** |
| Pupils with SEND |  |
| Pupils with EAL |  |
| More able pupils |  |
| Disadvantaged pupils (Those eligible for free school meals in the last six years, looked after children and those adopted from care, pupil premium) | ESSENTIAL INFORMATION |
| BAME pupils |  |
| Pupils’ backgrounds (travellers, refugees, service children) |  |
| Pupils 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.

**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. Consider this for each of the year groups/ classes that you teach.

**Organisation and management of classes**

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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 |  |
| Classroom support e.g. teaching assistants, technicians |  |
| 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 an IT suite? |  |
| Departmental resources – where are these kept and is there a system for using these? |  |

**Information to collect for each class/ year group**

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| **Consider the following:** | **Notes:** |
| Class lists and seating plans (names, d.o.b) |  |
| Information on pupils’ current attainment and predicted grades (This will be on the school data system) |  |
| My support plans/ EHCPs – ensure that you read these and consider how your classroom/ teaching may need adapting to meet the needs of the pupils |  |
| School policies e.g. marking, behaviour management, child protection (also find out who the person responsible for safeguarding is) |  |
| Timetables |  |
| ICT 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 department plans – LT, MT, ST plans. |  |
| Check key dates for the first term e.g. staff meetings, departmental meetings, parents’ evenings.  Does the school hold pupil progress meetings? If so, when are they? |  |

**Your well-being**

You will remember from your PGCE year that despite good intentions to keep a good work/ life balance, it is often easier said than done. It is important to 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.

During your induction week for your PGCE year, you may remember being given a card focussing on developing resilience. This is shown below as a reminder for your induction.

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| **Four Sources of Energy** |
| **Physical Energy**   * Regulate breathing – inhale for 3 exhale for 7 * Consider diet – eat breakfast to kick start metabolism and replenish blood glucose levels * Drink water – dehydration compromises concentration and coordination * 7 – 8 hours of sleep required for optimal functioning * Recovery breaks – build in breaks to your routines |
| **Emotional Energy**   * Change the channel - make time to do things that are emotionally nourishing * Wake up – recognise the difference between absentmindedness and presence of mind * Consider what’s important now (WIN) – give your attention to what needs doing now * Nurture your social network – connectedness is key to resilience |
| **Mental Energy**   * Control your attention – decide where to focus your attention rather than let it get hijacked. Meditate to build the skill * Take regular breaks – recovery is needed for consolidation and encoding * Adopt realistic optimism – optimistic people are more persistent and successful * Where are you when you get your best ideas? – recognising creativity often emerges in the most unusual places |
| **Spiritual Energy**   * Regularly reflect on your deepest held values * Identify what’s important to you * Have the courage to live by your values * Identify (and undertake) activities that are spiritually renewing for you |
| ***The key to successful energy management is balancing expenditure and recovery in all four domains***  Taken from session led by Dr Jo Clarke at YSJ Sep ‘16 |

You may find the three reports (marking policy, planning and teaching resources and data management) written as part of the [‘Reducing Teacher Workload’ policy](https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload) useful.

Also remember that the staff at YSJ are here to offer support.

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/> .

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