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| **PRIMARY SUMMER TERM** | |
| **Continuing Professional Development** (EPS theme: Reflective Teacher) *S8* | |
| **Objectives**   * Understand the Early Career Framework and your entitlements in relation to your first 2 years as a qualified teacher. * Know how to prepare effectively for your first teaching post and manage your workload as an ECT proactively. * Understand some different routes into leadership and be able to identify aspirations and ways you might develop towards them. | **Link to the Core Content Framework**  8.1  8.7  This session also goes beyond the CCF in explicitly considering routes into school leadership roles. |
| **Activity** | **Resources Required** |
| **Getting ready for your first teaching job**  Using slides 1-7, discuss the Early Career Framework.  If time, direct trainees to look at the statutory guidance document available at: <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>  Trainees list or map (collectively or individually) different ways in which they can prepare for their first post.  Feedback and compare to the ideas on slide 8 - 10. | Powerpoint: Continuing Professional Development  <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england> |
| **Work-life balance**  Recap - all trainees should have encountered the DfE workload reports and have considered how to make planning, marking and assessment manageable. Discuss with the trainee/s what they already know about managing work/life balance, and see if they can agree on 10 key principles for maintaining a positive balance and looking after wellbeing in their early career stage.  If possible, ask an ECT to attend and have an honest 10-15 minute conversation about what they've found difficult about managing workload, and what strategies have helped them to cope. | <https://www.gov.uk/government/collections/reducing-school-workload>  A willing ECT |
| **Career Progression**  *If possible (depending on when you schedule this session) you could ask trainees to bring their Career Entry Development Profiles*  Trainees list as many middle and senior leadership roles as they can think of in their placement school (and potentially the MAT beyond it).  Look at the map of leadership or school roles. Which roles are trainees familiar with, and are there any that they'd like to know more about?  Ideally with a middle or senior leader, trainees should interview them for 10-15 minutes about their career.  -What roles have they held as a teacher? How did they 'progress'?  -What attracted them to the specific roles?  -What qualities did they need to be effective in those roles?  If a school leader can't attend as a 'guest interviewee', the teacher running the session could take on that role.  List the 'qualities' that teachers need to be effective leaders, drawing on the interview with the middle or senior leader.  Give trainees some reflection time to consider which qualities they think they possess, which they would like to develop, and to think about how they would like their career to progress.  *If possible, they could update or work on their Career Entry Development Profile.* | Map of your school / MAT leadership structure, or list of roles within the school  A middle and/or senior leader in the school |
| **If you want to know more:**  Explore the Exeter ECT Blog and resources to support early career teachers: <http://blogs.exeter.ac.uk/ect/>  Browse the Chartered College Early Career Hub, <https://earlycareer.chartered.college/>  Familiarise yourself with the range of articles and videos that they offer to support early career teachers. | |