

Education, Sport and Culture Department Policy

Title: Working with Supply Teachers

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1. Introduction

The Department of Education, Sport and Culture (DfESC) administers a central register for supply teachers and is introducing this policy to ensure safeguarding and the quality of teaching by these teachers in our schools.

This policy outlines the recruitment and vetting process that will be required to appoint a teacher on supply and ongoing process to maintain the quality of teaching by this group.

2. Scope

This policy applies to every States of Jersey educational establishment which employs supply teachers.

3. Appointment of supply teachers

ESC will be responsible for the recruitment, vetting and appointment of supply teachers. All supply teachers will be required to undergo a full vetting process before being appointed as a supply teacher and added to the supply register. Vetting procedures will include:

- Proof of teacher qualification - All applicants must present original certificates as proof of degree and completion of teacher training (Teachers who have trained outside of the UK must obtain proof of UK QTS from the Teaching Agency: QTS and induction division).
- Reference checks – At least two references will be required from all applicants, to include the most recent employer and one other previous employer. Individuals applying to join the supply register straight after completion of their teacher training, references will be required from their course tutor or university. Character references will only be accepted if no other alternatives are available.
- CRB / DBS check;
- Medical check;
- Lesson Observation – Under taken in an allocated school. (see section 3.1)
- Interview – All applicants to the supply teaching register will be interviewed by a Professional Partner who will determine whether the individual has the skills and experience to be appointed as a supply teacher.

Individuals who have completed their training but have not yet completed their NQT year will be considered for supply. It is also possible for teachers to complete their NQT year whilst working on supply, see appendix 5 for details.

Unqualified teachers will not be accepted onto the supply register.

3.1 Lesson Observations

Teachers applying for supply will be required to undertake an observed lesson. This will be undertaken by a Headteacher in a nominated school using a standard assessment form (Appendix 2).

Teachers who have in the last year resigned from a permanent contract as a teacher in a DfESC school will not be required to undertake a lesson observation unless they were subject to competence or capability proceedings directly prior to leaving. They will however be required to supply a copy of their last lesson observation whilst in employment. If this is not available following receipt of a reference from their recent DfESC Headteacher a decision will be made as to whether a lesson observation is required.

Lesson Observations will be the responsibility of the applicant to arrange. Once this is received by DfESC this will be an indication that the supply teacher wishes to remain on the current supply list. (see section 7.1)

3.2 Interview

All new applicants for the teaching supply register will be required to attend an interview with a Professional Partner who will discuss and question relevant knowledge and experience. The Professional Partner will complete an interview record sheet and identify whether the individual meets the criteria to be appointed. (Appendix 4 – interview record sheet)

4. Refusal to go on supply.

The DfESC reserves the right to refuse an application for supply on any of the following basis in order to maintain the quality of the provision:

- Poor references;
- Failure to provide proof of qualified teacher status;
- Unsatisfactory lesson observation;
- A medical condition that requires monitoring and/or support(*);
- Criminal convictions identified through CRB/DBS(*);
- Failure to demonstrate required experience at interview;
- Failure to demonstrate up to date knowledge of the profession.

*The DfESC will not accept any applicant for supply where an individual has a restriction of duties due to a medical condition or CRB conviction. This is because staff employed on supply can be required to work in any of the Departments schools and it would be impossible to ensure the appropriate support or supervision was in place under these circumstances. Consideration may be given to work on supply in one school.

If the decision is made not to appoint an applicant to the supply register they will be informed in writing outlining the reason for the decision.

5. Retirement age for supply teachers.

Normal retirement age for any teacher is 65 and this remains the same for a teacher working on Supply. Individuals reaching the age of 65 will be given notice that their contract will be terminated at the end of the month in which they reach 65 years of age.

Supply teachers wishing to work beyond 65 can request to continue in employment but may be required to attend a medical check, and interview before this request is agreed. If agreed, individuals will be issued with a contract for a maximum of 2 years. Further renewal will be subject to continued review.

6. The role of a supply teacher

All teachers employed to work as a supply teacher are required to adhere to the Standards for Teachers and the teachers' task available from the HR Department. In addition a 'supply teachers role' will be issued as part of a contract identifying the

specific tasks required of supply teachers. If a Headteacher has a concern about the performance or conduct of a supply teacher they are required to raise this concern in accordance with the policy, see section 7.3.

7. Quality assurance

The DfESC prides itself in the quality of teaching and learning in its schools and requires supply teachers in its employment to maintain the same high standards as permanent staff. In order to ensure consistency of quality a number of processes will be put in place which every supply teacher must comply with to remain on the supply register.

7.1 Regular review of performance

To monitor the performance of teachers on the supply register every supply teacher is required to submit a performance assessment form once a year. The standard form will be sent to a supply teacher on an annual basis to allow this to happen. They will be required to take this assessment form to a Headteacher or senior manager in a school where they are working for completion. (Appendix 2 – Supply Teacher Observation Record). This form can be submitted at any time during the academic year but any supply teacher who has not submitted a completed form to the Department by the end of August will be withdrawn from the supply register until a form has been submitted. They will receive a written reminder before this action is taken.

7.2 Safeguarding and maintaining professional experience

The DFESC believe that to be a successful supply teacher individuals must regularly work in a school classroom environment to maintain their skills and keep their knowledge up to date. The Department therefore requires every supply teacher to work a minimum of 5 days or 25 hours in a school year.

To ensure safeguarding the Department also maintains a policy of carrying out a CRB/DBS check for any staff members with a break in service of a year or more.

For these reasons every summer holiday period the Department will review the amount of hours a supply teacher has worked in the previous 12 months. Individuals who have not worked the required hours in the period will automatically be withdrawn from the supply register and will be required to re apply for the role of supply teacher.

7.3 Reporting Concerns

To ensure the quality assurance of the supply register the Department need regular feedback from managers working with supply teachers so issues can be addressed and where appropriate support given. It is important that school managers and Headteachers report any concerns regarding a supply teachers' performance or conduct otherwise it will be impossible to maintain the quality of supply .

Headteachers or school managers with a concern regarding a supply teacher should first discuss their concern with the teacher directly. A reporting concerns questionnaire should then be completed (Appendix 3) and sent to the HR Department for consideration. The HR Department will contact the school manager and individual teacher to discuss the concern before deciding what action is any is appropriate. Where appropriate, training or support will be considered to assist a supply teacher in obtaining the required standards.

8. Supply Teacher Induction

8.1 Department Role

In order to ensure the quality of the supply provision newly appointed supply teachers will be required to attend a short induction programme with the department. This will usually be offered in the autumn term. Subjects covered by this induction will include:

- the role and expectation of a supply teacher;

- child protection training;
- outline of the structure of education service;
- introduction to the DfESC teaching and learning policy.
- over view of teacher best practise.

Attendance at these sessions will be unpaid although all training costs will be covered by the Department.

8.2 Role of School

It is important that any new member of staff to a school is provided with an induction to ensure they are aware what is required of them. Schools employing a supply teacher for the first time should ensure the following matters are covered with a supply teacher. Schools may wish to consider preparing an induction booklet to be used for supply teachers. Details to be covered must include:

- **The basics** – location of staff room, toilets, fire alarm procedures, relevant timetables, dress code, registration procedure, class list
- **Contact details** – a staff list or contact details and procedure in case unable to attend required duties;
- **Details of work that has been set** - have the necessary books/ equipment been provided;
- **Vulnerable children** – any relevant information the supply teacher should know regarding children in their care;
- **Medical information** – details of the nearest medical kit, who the nominated first aider are.
- **Schools behaviour and child protection policies** - e.g. marking policy

9. Pay and progression

The starting rate of a supply teacher will be determined by Human Resources team in line with Department policy.

Salary on appointment is determined according to previous teaching and/or other relevant experience and academic qualification.

A 'good honours graduate' will start at Point 3 of the Main Professional Scale (MPS) and one incremental point will be awarded for each year of teaching service. Proof of previous service will be obtained where necessary to determine an appropriate starting salary.

A supply teacher may receive incremental progression through the MPS points 1 to a maximum of point 9. Progression is based on a teachers years of service and there performance with in the role, with one increment being awarded on 1 September each year. To be entitled to an increment a teacher must complete at least 0.5 full time equivalent of teaching hours in the academic year and must be meeting the required standards of a Teacher. Supply teachers who have not met the required hours for progression can aggregate hours worked over more than one academic year. In these circumstances increments will only be awarded in September of each year regardless of when the required hours to progress have been achieved. Payroll data will be used to determine whether a supply teacher is entitled to progression.

The Upper Scale does not apply to supply teaching and therefore the maximum rate of a supply teacher is point 9 MPS.

The hourly/daily rate of a supply teacher is based on the annual salary of a full time teacher proportioned to take in account reduced duties of a supply teacher compared to a permanent member of staff. The supply rates are published each year and can be obtained from the Human Resources Department. The supply rate includes proportionate payment for annual leave and bank holiday payments.

10. Ongoing Training and Development

Supply teachers are entitled to apply for Department run training to assist in their continuous development although where places are limited they will be offered to permanent teaching staff in the first instance.

The Department may from time to time invite supply teachers for one off training sessions to ensure that registered staff have up to date knowledge of the teaching profession. These sessions will be unpaid and voluntary although failure to attend may disadvantage individuals in the future.

A Supply Teacher covers for Teachers who may be absent due to ill health, participation in service training or management duties.

Job Purpose:

To teach designated pupils and to undertake associated pastoral duties as well as other general responsibilities in the school as agreed with the Headteacher, having full regard for the school's ethos, aims and policies.

The Supply Teacher will be providing support for:

- The pupil
- The teachers
- The curriculum
- The school

General Conduct of the Supply Teacher:

- Arrival time for a morning or full day is 8.30am
- Punctuality is important
- You may be expected to mark all work
- Politeness and courteousness to pupils, parents and all school staff
- Good behaviour management skills
- Good teaching skills (an up to date knowledge as applicable e.g. Foundation Stage/The Numeracy and Literacy subject knowledge)
- To organise and provide a safe, stimulating and tidy environment
- To lead by example
- Being prepared, especially if the date for supply teaching is known well in advance. The supply teacher needs to make contact with the class teacher/team leader as regards the programme for the day(s) in question

Duties:

- Teach pupils according to their individual needs including the planning, preparation and assessment of work in line with the agreed policies of the school.
- Monitor and be responsible for the use of teaching resources provided for the class.
- Supervise the use of support staff relevant to the class.
- Implement and maintain the discipline and behaviour policy of the school.
- Be responsible for monitoring and reporting to parents on the progress of pupils in the class.
- Contribute to the provision of a safe, secure learning environment.
- Ensure that each child is taught within a framework of equal opportunities.
- To be responsible for the maintenance and efficient and effective use of teaching/learning materials allocated.
- To ensure that the classroom is kept tidy and attractive.

The above details are not exhaustive and the post holder may be required to undertake tasks, roles, and responsibilities as may reasonably be assigned to him/her by the Headteacher.

School responsibility:

All schools should provide supply teachers with this basic information, either in the form of a supply-teaching handbook or a specific document produced for supply teachers.

Supply Teachers on arrival need to know the following:

- A warm welcome to the school.
- The layout of the school
- The timing of the school days including break times/lunchtimes etc
- The times for assembly/literacy/numeracy/PE etc
- School procedures (registration late arrivals etc)
- A short description of the school's behaviour policy and how to use it.
- A named senior teacher to approach for support
- The schools classroom routine (when/how pupils are allowed to leave the classrooms for toilet breaks, access to resources etc)
- The schools expectations as regarding the marking of the work
- Details of any particular pupil issues

SUPPLY TEACHER - LESSON OBSERVATION RECORD

| | | | | | | |
|---|------------|-----------------------|-------------------|--------------|------------------|------------|
| Supply Teacher | | | Observer | | | |
| Date | Year Group | Focus for observation | Context of lesson | | | |
| Strengths: | | | | | | |
| | | Outstanding | Good | Satisfactory | Development Need | N/A |
| The teacher plans effectively and sets clear objectives that are understood. | | | | | | |
| The teacher shows good subject knowledge and understanding through their delivery and teaching style. | | | | | | |
| The teaching methods used enable all children to learn effectively. | | | | | | |
| Teaching shows creativity. | | | | | | |
| Pupils attitude to learning and engagement. | | | | | | |
| Children are well managed and high standards of behaviour are insisted upon. | | | | | | |
| Teaching and learning is inclusive and differentiated with good use of scaffolding for all abilities. | | | | | | |
| Use of pupils involvement strategies. | | | | | | |
| Children's work is assessed thoroughly. | | | | | | |
| Learners make good progress and achieve productive outcomes. | | | | | | |
| The teacher makes effective use of time and resources. | | | | | | |
| Homework is used effectively to reinforce and extend learning. | | | | | | |
| Areas for Development – Teacher | | | | | | |
| Pupil Progress | | | | | | |
| Teacher comment – optional | | | | | | |
| Outstanding | | Good | | Satisfactory | | Inadequate |

Signed _____ Headteacher / Senior Leader

Date _____

Lesson Observation Guidance

- **The teacher shares clear objectives that are understood**
 - Objectives are communicated at the start of the lesson
 - Materials are ready
 - There is good structure to the lesson
 - The lesson is reviewed at the end
 - Consideration is shown for children with IEP's

If emergency cover then this may not be applicable

- **The teacher shows good subject knowledge and understanding**
 - Teacher has a thorough knowledge of the subject covered in the lesson
 - Subject material was appropriate for the lesson
 - Knowledge is made relevant and interesting for all pupils

- **The teaching methods used enable all pupils to learn effectively**
 - The ideas and experiences of pupils are drawn upon
 - A variety of activities and questioning techniques is used
 - Instructions and explanations are clear and specific
 - The teachers involves all pupils, listens to them and responds appropriately
 - High standards of effort, accuracy and presentation are encouraged

- **Pupils are well managed and high standards of behaviour are insisted upon**
 - Pupils are praised regularly for their efforts and achievement
 - Prompt action is taken to address poor behaviour
 - All pupils are treated fairly, with equal emphasis on the work of boys and girls and all ability groups

- **Pupils work is assessed thoroughly**
 - Pupils' understanding is assessed throughout the lesson by the use of teacher's questions
 - Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning

- **Pupils make good progress and achieve productive outcomes**
 - Pupils remain fully engaged throughout the lesson and make progress
 - Pupils understand what is expected of them during the lesson
 - The pupils' outcomes of the lesson are consistent with the learning objectives set at the beginning
 - The teacher and pupils work at a good pace

- **The teacher makes effective use of time and resources**
 - Time is well utilized and the learning is maintained throughout the lesson
 - Good use is made of any support available
 - Appropriate learning resources are used e.g. ICT

Quality of Teaching

This criterion is taken from the ESC Teaching for Learning Policy.

Schools use this for quality assurance of their fulltime class teachers. This can be used as a guideline for assessing teachers working on supply although depending on the role you are requiring of them some of the criterion may not be applicable.

| | |
|---------------------|--|
| Outstanding | <p>Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these.</p> <p>The school's curriculum provides memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being. The school may be at the forefront of successful, innovative curriculum design in some areas. A curriculum with overall breadth and balance provides pupils with their full entitlement and is customised to meet the changing needs of individuals and groups. There are highly tailored programmes for a wide range of pupils with different needs. Cross-curricular provision, including literacy, numeracy and ICT, is mainly outstanding and there is nothing less than good.</p> <p>As a result, all groups of pupils benefit from a highly coherent and relevant curriculum which promotes outstanding outcomes.</p> |
| Good | <p>The teaching is consistently effective in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Other adults' support is well focused and makes a significant contribution to the quality of learning.</p> <p>The school's curriculum provides well-organised, imaginative and effective opportunities for learning and a broad range of experiences which contribute well to the pupils' development and well-being. The curriculum is adjusted effectively to meet the needs of most groups and a range of pupils with highly specific needs. Cross-curricular provision, including literacy, numeracy and ICT, is mainly good and there is nothing that is inadequate.</p> <p>Enrichment opportunities are varied, have a high take-up across most groups of pupils, and are much enjoyed.</p> |
| Satisfactory | <p>Teaching may be good in some respects and there are no endemic inadequacies in particular subjects or across year groups. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers' subject knowledge is secure.</p> <p>Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted.</p> <p>The curriculum is adequately matched to pupils' needs, interests and aspirations and provides adequate preparation for the next stage of their lives, whatever their starting points. Provision for potentially vulnerable pupils is satisfactory. Cross-curricular provision, including literacy, numeracy and ICT, is at least satisfactory. Some features of the curriculum may be good.</p> |
| Inadequate | <p>Teaching expectations are inappropriate. Too many lessons are barely satisfactory or are inadequate and teaching fails to promote the pupils' learning, progress or enjoyment.</p> <p>or</p> <p>Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.</p> <p>The curriculum has significant shortcomings in meeting the needs of pupils, or particular groups of pupils, and makes insufficient contribution to their learning, enjoyment, well-being or development.</p> |

Supply Teacher - Reporting a Concern

| |
|--|
| Name of Supply Teacher |
| Concern (outline details of the concern) |
| Evidence (outline details of the incident or evidence of concern such as parental or staff complaint, lesson observation etc.) |
| Has your concern been discussed with the supply teacher ? Yes / No |
| If Yes please record details of response: |
| Date concern reported to Department : |
| Name of Headteacher/ school manager reporting concern: |
| Contact Number: |
| |

Signed _____
 Headteacher/School Manager

Date _____

Record of Interview for supply Teaching Register

| | | | |
|---|--|--------------------------------------|--|
| Name of Applicant: | | | |
| Experience and skills to date: | | | |
| Agreed Development Needs: | | | |
| Further information: | | | |
| Comments of Interviewee: | | | |
| Professional Partner who carried out interview : | | | |
| Signature: | | | |
| Date of interview: | | | |
| Checklist for HR Department | | | |
| DBS check completed | | Confirmation of qualification | |
| Reference 1 | | Medical check | |
| Reference 2 | | Lesson observation | |
| Appointment Decision | | | |

Supply Teaching during the NQT Induction Year

Increasingly a number of teachers who have gained QTS are completing their NQT induction year whilst on short or longer term supply contracts. There are very clear guidelines set out by the DfE to cover these circumstances. For the sake of clarity and consistency, ESC has set out below its conditions (based on the DfE document) for completing the induction process whilst on supply:

- A supply teaching contract can only count towards the induction period if it is clear from the outset that the engagement will last for the required minimum period of one term. The Headteacher must notify ESC if the intention is to employ the NQT on an ESC supply teaching contract immediately it becomes known. This arrangement cannot be backdated.
- If a short term supply contract (less than one term) is extended beyond one term the induction programme cannot be backdated but should be put in place as soon as practicable, once it is agreed that the contract will last for a further term or more.
- The role of a cover teacher does not comply with the requirements set out in the statutory guidance on what constitutes a suitable post for induction.
- Ordinarily we would expect NQTs to be teaching with the age range and/or subjects for which they have been trained and employed to teach.
- Please notify ESC as soon as possible and before the start of any NQT induction whilst “on supply”.
- All of the ESC requirements (e.g. a co-ordinator, planned programme, objectives, meetings, observations) will need to be put in place once it has been decided to start the induction process.

Further guidance and advice can be given on this if necessary by contacting the ESC Schools Development and Evaluation Team.

CHANGE HISTORY

| Version | Date Issued | Issued by | Reason for Change |
|---------|-------------|-----------|------------------------|
| 0.1 | | | First Draft for review |
| | | | |
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APPROVAL

| Presented To | Approved by: | Date |
|--------------------------|--------------|------|
| Secondary Head Teachers | | |
| Primary Head Teachers | | |
| Police / Honorary Police | | |
| Senior Management Team | | |
| ESC Minister | | |
| | | |

ADDITIONAL INFORMATION

| Planned review date: | Distribution: | |
|----------------------|---------------|-----------|
| | | |
| Associated policies | Name | Reference |
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