



Changing phases – loving it!

Hayley took up post as a Newly Qualified Teacher at Mount Pleasant Junior School, Southampton in September 2016. She started the Wildern Partnership SCITT programme in September 2015 as a secondary English trainee however her aim was to be a secondary Drama teacher. So how did Hayley rewrite the script?

Hayley was inspired by her SCITT placement at the Southampton General Hospital School, as well as her time spent at Thornhill Primary, and reflected on the ways she wanted to help learners beyond a single subject. Having made the decision to apply for a primary NQT post in March 2016, the cross-phase nature of the Wildern Partnership SCITT programme became even more of an advantage. She quickly utilised the primary pedagogy sessions, having already spent time networking with colleagues from different phases as a natural part of the programme. 'It was easy to tune in more to primary as both phases were in the room'.

Relationships with the community

Hayley made a smooth transition into her first teaching role and to primary education. She decided to work at the school for two weeks in the Summer Term prior to starting full-time in September. She describes this as 'invaluable'. She built relationships with staff, learned about the school community, started planning the new curriculum with other colleagues and met many of her Year 3 class on the transition day. Having her 'own room' is described as an asset and she spent time prior to the term creating a positive learning environment, including the jungle-themed book corner. Hayley would advise trainees to take opportunities to spend time at the school where they will have their first teaching role. It gives an NQT a headstart for September when there are so many aspects of school life to learn.

Ambition and aspiration

Hayley and the Professional Lead in her school highlight the importance of a positive attitude and a willingness to seek help. Hayley's class is 100% English as an Additional Language (EAL) and this presented a sharp learning curve for her. Asking for help and taking up offers of additional training have been essential to improving knowledge and skills. Hayley has also applied her SCITT Special Educational Needs training to her classroom. At her placement school she worked with a Year 10 boy with autism and this made her more

aware of individual needs and coping strategies. The boy experienced exclusion from the school and Hayley reflects, 'Knowing where it can lead makes me more determined to do whatever I need to do for the boy with autism in my Year 3 class.' A secure knowledge of pupil data, tracking progress and being ambitious for each learner are all part of the job and Hayley has used her in-school learning to build on the learning habits and foundations established in the SCITT programme.

Rock cakes and I am Ivan

Hayley's passion for Drama is an important part of her teaching – 'it's all about performance'. From dressing up as a book character, pretending to be a wizard with a magnet and having fun making cakes, to inspiring young scientists – there is a continual need to develop a repertoire of skills to extend subject knowledge in all subjects. Hayley is a participant on the DfE Teacher Subject Specialism for Mathematics programme delivered by ETC Teaching School Alliance. This is beneficial for her personally and she takes her learning back to colleagues in her school. Planning together with other team members is an expectation and gives Hayley an opportunity to test out new ideas and use her creativity.

Attitude, relationships and organisation

Hayley's advice is to use every opportunity given by the SCITT programme – observe others teaching, use the placements to see how different contexts work, reflect on teaching style and don't worry if establishing your own style takes time. Use mentors and other teachers and trainees to sound out ideas and work on the constructive feedback; learn from your mistakes. It is about having determination and enthusiasm and knowing that as a teacher you make a difference. Organisation, organisation, organisation – with planning, classroom environment, assessment, meeting deadlines, data drops, the list goes on. Hayley reflects that you never know in a day what is going to happen so being organised really helps.

Looking forward

Securing high quality teaching and learning come first and Hayley is working in a school that supports individuals who wish to take on responsibility and offers opportunities to enhance career progression. Hayley knows that learning from role models is important and keeps open her door to learning, in terms of welcoming feedback on her teaching and also seizing the chance to learn with others, for example in a mentoring or coaching role. Opportunities and links created by the SCITT programme through visits, speakers and placements have been valuable in knowing where to go for further professional development and support. Hayley is ambitious for the learners in her class and is optimistic about her future in the profession; she wants to explore different educational contexts and take on responsibility and bring learning alive and 'help different people in different situations'.

