

## Overview: Block 6, Half Term 6

### Block title: A people profession

#### Time commitment:

- 4 hours of self-study materials
- 7 x 1-hour mentor sessions
- 2 x training sessions

#### Why this, why now?

At the end of your first year, this Block provides an opportunity to reflect on your learning and successes this year while also helping you look forward and consider how you will continue to develop your practice.

High-quality teaching is vital for the success of your pupils and throughout this year you have been building your teaching repertoire and honing your practice. In this Block you will revisit the ways you can help pupils experience success, influence their resilience, and encourage belief in their own abilities.

You will look at how you can work closely with parents and colleagues in more depth, in order to build a culture of mutual trust and respect to get the best for each one of your pupils. As established in previous Blocks, teachers are a powerful influence on their pupils' lives. You will consider the successes you have had this year in adapting your teaching to meet the individual needs of your pupils and explore how you can further your understanding of pupil differences.

At this point you will have established yourself in your role as a teacher. This Block will encourage you to look at the wider role you could take in the school community and explore how you can do this successfully.

#### Your workload

This Block will support you and aim to reduce your workload through providing:

- An opportunity to reflect on your successes
- Strategies to support you in building relationships with parents and colleagues in order to improve pupils' motivation, behaviour and academic success
- An opportunity to reflect on the way you have managed your workload and strategies to support you with this as you move into your second year.

Learn that	Self-directed study materials	Mentor sessions	Training outlines
1.5 A culture of mutual trust and respect supports effective relationships	x	x	x
1.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds	x		x
5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential	x	x	
7.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure	x		x
8.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues	x	x	
8.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success	x	x	x
8.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers	x	x	
8.6 Special Educational Needs Co-ordinators (SENCOs), pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils	x	x	

Learn how to	Self-directed study materials	Mentor sessions	Training outlines
<b>Communicate a belief in the academic potential of all pupils, by:</b>			
1d Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes)	x		x
<b>Develop an understanding of different pupil needs, by:</b>			
5c Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead	x	x	
5d Using the SEND Code of Practice, which provides additional guidance on supporting pupils with	x		

SEND effectively			
<b>Provide opportunity for all pupils to experience success, by:</b>			
5g Making effective use of teaching assistants		x	
<b>Build trusting relationships, by:</b>			
7k Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations	x	x	x
7l Responding consistently to pupil behaviour	x	x	
<b>Motivate pupils, by:</b>			
7n Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school			x
<b>Develop as a professional by:</b>			
8e Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement		x	
<b>Build effective working relationships, by:</b>			
8h Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling	x	x	x
8i Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching		x	
8j Sharing the intended lesson outcomes with teaching assistants ahead of lessons	x	x	
8k Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.	x	x	
<b>Manage workload and wellbeing, by:</b>			
8m Using and personalising systems and routines to support efficient time and task management		x	
8o Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks)	x	x	
8p Protecting time for rest and recovery		x	