

Working with
justteachers
in the UK

**Information on
Schools**



Recruiting Teachers into UK Schools

Welcome to **justteachers**

The following information will give you an insight into working with **justteachers** in the UK. Please ensure that you read it thoroughly and allow us to answer any subsequent questions you may have about working as a teacher in England.

Foreword: Paul Willis -International Manager, **justteachers**

Congratulations on making the first step to your ambition of teaching in the UK. I am delighted that you have chosen **justteachers** to find you work as a teacher. Whatever subject or age range you teach, **justteachers** can offer you the jobs you want, when and where you want them - it's all about you!

In an increasingly globalised world all pupils and their teachers clearly benefit from opportunities to learn alongside teachers from other cultures and backgrounds. Australian teachers have made an unquestionably valuable contribution to the smooth running of UK schools and the raising of standards within them. The United Kingdom's reliance on the recruitment of overseas teachers is not new. For a number of years there had been considerable concern in England about the shortage of qualified teachers. It was acknowledged by the House of Lords that overseas trained teachers, both individually and collectively, make an extremely valuable contribution to the education system. Antipodean teachers are highly revered in England, your passion for teaching coupled with **justteachers** relationships with our teachers and schools will ensure that you continue to be an integral part of the English education system.

justteachers is the UK's fastest growing teacher recruitment agency, providing highly qualified teachers for Primary, Secondary and Special Needs schools throughout London, the West Midland, Yorkshire and the North West to name but a few of the areas that we work in. We offer day-to-day, short-term, long-term and permanent opportunities for qualified Australian teachers.

We pride ourselves in providing a service to teachers that is second to none so that the transition from Australia to the UK is as stress free as possible. The dedicated International team at **justteachers**, based at offices throughout the UK and in Australia, will be on hand every step of the way to take away any worries that you have regarding working as a teacher in the UK. The International team has over a decade of international recruitment and teaching experience work with hundreds of overseas teachers seeking work in schools throughout the country. Our collective skills will ensure that you have the time of your life in the UK and will return home with life long memories and friends.

I look forward to working with you.

Kind Regards

Paul

Please email me with any questions regarding working as a teacher in the UK: paulw@justteachers.co.uk



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An overview of working with justteachers

As a justteachers supply teacher you will be expected to carry out work in the same way as any teacher. This could include break duties, seeing pupils on and off the premises and could include supervising classes other than the ones you were expecting to teach, because of the unexpected absence of another teacher. If the position at the school is short term, it is unlikely that you will be required to attend any staff meetings, parents' evenings, or any of the other activities which form part of the directed time of permanent or long term teachers. If the position is for a longer time or permanent you will be required to attend such meetings and/or activities.

Your dedicated education consultant will always confirm this with you prior to you accepting any teaching booking with justteachers. We expect that all of our teachers uphold the professional standards expected when teaching in UK schools. A diverse selection of areas that we cover in the UK includes London, Coventry, Leeds, Bradford, Huddersfield, Manchester, Warrington, and North Wales. Each area is very different ranging from the cosmopolitan 24-hour city of London to rural placements in the heart of the Yorkshire Dales. We will work with you to ensure the location you choose meets your needs.

Duties and responsibilities of our teachers

Your core teaching responsibilities will include;

- ✓ Upholding the professional responsibilities of a teacher
- ✓ Honouring every booking that you accept through justteachers
- ✓ Giving 110% effort to each teaching assignment that you undertake through justteachers
- ✓ Planning and preparation prior to teaching assignments
- ✓ Meeting the needs of all pupils
- ✓ Setting and marking work for all teaching assignments
- ✓ Assessing and recording and reporting on the development, progress and attainment of pupils
- ✓ Promoting the well being of individual pupils
- ✓ Maintaining good order and discipline among the pupils and safeguarding their health and safety

Supply teaching terminology explained

It is critically important that when you accept a teaching assignment through justteachers, irrespective of its length, that you honour your commitment to that role. This will ensure that you will get regularly rebooked, whilst maintaining the high level of service that we deliver to our schools.



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Day to day

This is one of the most common forms of placements undertaken by Australian teachers and it allows you to experience a range of different schools, diverse areas and varied teaching and leadership styles. Every day new experiences will be gained which will help develop your overall teaching skills and confidence, as well as getting your face and skills known to the schools which will lead to repeat bookings. First impressions count so it is critical that you dress smartly and teach to the best of your ability. Day to day supply teachers are required to cover daily sickness, preparation, planning and assessment (PPA) cover (see below for further information on PPA), general absence, training days and school trips. Schools will generally look for strong classroom management skills and/or subject specialists as being the most important factor when requesting your services as a daily supply teacher.

Preparation, planning and assessment (PPA)

The Workload Agreement for English schools guarantees permanently employed teachers in maintained schools in England and Wales ten per cent of their timetabled teaching to be set aside as preparation, planning and assessment (PPA) time during the school day.

The aim of this allocation of time is to encourage collaborative professional activity in the preparation of high quality lessons and to increase the work/life balance of teachers. As a result of this schools will often turn to **justteachers** to provide teachers for PPA cover.

Long term

A long term supply teacher is a teacher that is working at an English school covering for a permanent member of staff. Vacancies for supply teachers may occur for a wide variety of reasons, such as long term sickness, maternity leave, or when a member of staff leaves at short notice. As a supply teacher in a long term booking it is expected that you will take on all duties of the permanent member of staff that you are covering; including lesson preparation and marking. A long term position is generally classified as being a teaching supply post that covers a period of at least 6 weeks.

Trial days

If we think you are suitable for a position and the school wants to get to know you before offering you a short term, long term or full time position we can arrange for you to work a trial supply day at the school. This will allow both you and the school to make an educated decision on your suitability for the school, leading to a successful placement for all parties. Expect to undertake a number of trial days when you first commence supply teaching in the UK, each one is your chance to showcase your skills as a teacher and you should prepare and plan before each day to ensure that the placement is a success and the school requests your services again.



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Permanent jobs

justteachers have a dedicated permanent division that sources long term and permanent posts across the UK. We will match your skill set to the available posts and once we have confirmed that you would like to go forward for the role we will submit your details. If you are successful we will arrange an interview for you, this will be either telephonically if you are in your home country or face to face. **justteachers** will ensure you are fully prepared for every interview that you secure. If you are offered the position **justteachers** will confirm everything from salaries to contracts to suitable living accommodation to make sure you are left to focus and prepare for the role.

Temp to Perm

Often day to day supply positions through **justteachers** will lead to the school offering you a longer term or permanent post. It is not uncommon for both Primary and Secondary schools in the UK to adopt a “try before they buy” mentality, this allows the school to assess your suitability and teaching skills and conversely you can make an informed decision if you would like to accept the role.

UK Education System

England and Wales

Education in England and Wales is divided into: primary, secondary, further and higher education. It is overseen by the Department for Children, Schools and Families. At a local level local authorities take responsibility for implementing policy for public education and state schools. Compulsory education lasts for 11 years. Statutory schooling ages are between 5 to 16 years. Children are legally required to start attending school at the start of the term after their fifth birthday either on 31 August, 31 December or 31 March but children often start earlier than this.

Pupils are required to stay in school until the last Friday in June of the school year in which they reach 16 years of age.

During this time children must receive full-time education that is suited to their age, ability, aptitude and special educational needs (SEN). If a child does not attend school, the local education authority (LEA) must be satisfied that other appropriate provision is available.

Most pupils transfer from primary to secondary school at age 11 years. However, a system of middle schools also exists where pupils are transferred from primary school at either age 8 or 9 years, then onto secondary education at age 12 or 13 years. Most secondary schools in England and Wales are ‘comprehensive’ which means they do not operate a selective entrance system. However, in some parts of England a grammar school system also operates whereby pupils are usually required to pass a formal entrance examination based on their ability.



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As a result of the Education Reform Act 1988 four Key Stages to education were established.

Key Stage 1: 5 to 7 years old
Key Stage 2: 7 to 11 years old
Key Stage 3: 11 to 14 years old
Key Stage 4: 14 to 16 years old

Pupils are assessed by National Curriculum tests at the end of each Key Stage.

Key Stage 1 assessments are taken at age 7
Key Stage 2 assessments are taken at age 11
Key Stage 3 assessments are taken at age 14
Key Stage 4 is assessed by levels of achievement acquired at General Certificate of Secondary Education (GCSE) level. Having completed GCSE's, pupils have a choice of whether to continue with further education at school or college or to undertake employment.

UK Education System detailed from www.teachernet.gov.uk/educationoverview/uksystem/structure/

Year Groups

The ages of children in UK schools and corresponding year groups.

- Reception year = 4 - 5 year olds
- Year 1 = 5 - 6 year olds
- Year 2 = 6 - 7 year olds
- Year 3 = 7 - 8 year olds
- Year 4 = 8 - 9 year olds
- Year 5 = 9 - 10 year olds
- Year 6 = 10 - 11 year olds
- Year 7 = 11 - 12 year olds
- Year 8 = 12 - 13 year olds
- Year 9 = 13 - 14 year olds
- Year 10 = 14 - 15 year olds
- Year 11 = 15 - 16 year olds
- Year 12 = 16 - 17 year olds
- Year 13 = 17 - 18 year olds

School terms

The school year starts around the first week of September. The next term starts at the beginning of January and the summer term starts in April. Exact holiday dates vary from school to school. **justteachers** will provide information on the exact school term dates for the location that you choose to allow you to plan what adventures you will embark upon during the school holidays. The first week back after school holidays can be quiet due to training days and the school timetable, you will be advised of the best time to enter in to the UK to allow you to



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source accommodation, attend your interview with your dedicated education consultant and be ready to start your first day teaching in England.

There is a teacher shortage in England and all secondary subjects are in demand, particularly Science (Biology, Chemistry and Physics), Maths, English, Food Technology and Design and Technology. Primary teacher demand is constantly high throughout the year.

You need to remember that if you want to work in the same school for one or more terms you should restrict your travel arrangements to the school holidays. If you do have any trips booked prior to departure or you are thinking of celebrating St. Patrick's day in Dublin or commemorating ANZAC day in Gallipoli to name but two popular destinations then please let us know.

What to expect when teaching in the UK

A typical English school is difficult to depict as they all vary due to a number of different factors. The pupils can be from varied social and ethnic backgrounds. Some schools will be based in rural locations; some may be situated on the coast whilst others will be in small towns or inner cities. There are many excellent schools but many areas also have their share of social problems.

The diverse nature of the UK teaching system means that **justteachers** can offer a wide range of teaching experiences and positions for you to undertake in a very short time, giving you the best introduction to teaching in England. When you return home and apply for jobs your overseas teaching experience, particularly in England, will be viewed very positively.

What is Qualified Teacher Status?

Qualified Teacher Status (QTS) is a status, granted to teachers who have demonstrated that they have met the required professional standards to be able to teach in maintained schools, non-maintained special schools or pupil referral units in England. Without QTS a teacher cannot register with the General Teaching Council for England (GTCE) and, therefore, cannot be permanently employed as a qualified teacher in state schools, you can still be employed permanently and undertake the same duties as a qualified teacher but until you obtain QTS you would be considered unqualified. The GTCE is the awarding body for QTS.

How is QTS awarded in the UK?

In the UK trainee teachers undertake a training course that has been accredited by the Training and Development Agency for Schools (TDA). The GTCE awards QTS when it is informed by an accredited teacher training provider that a trainee has met all the standards for QTS. The GTCE will then process the result and issue the teacher with a QTS certificate or, in some cases, a letter confirming that the teacher holds QTS.

Overseas Trained Teachers (OTTs)

As an Australian qualified teacher you will be classed as an overseas trained teacher. You are allowed to work as an unqualified teacher in England for a maximum of four years without the



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need to gain QTS. This four-year period begins on the first day that you commence teaching with **justteachers**; it will expire four calendar years later. If you wish to be awarded QTS, you will need to have had the award made before your four year exemption period ends. Any enquiry that you have concerning QTS should be directed to your education consultant. **justteachers** will fully support you obtaining your QTS; we work closely with schools to facilitate employment opportunities that lead to the award of QTS. Once **justteachers** places you in a school that will support you obtaining QTS, the Overseas Trained Teacher Programme (OTTP) will provide you with an individual training and assessment programme. This will ultimately lead to your qualification to teach in England permanently.

How long does the OTTP take?

The length of the programme depends on how much additional training you need. However, the longest amount of time you can spend on the programme is one year full-time. However, if you are an experienced teacher and feel your skills and experience meet all the QTS standards without further training, you may apply for [QTS assessment only](#), please speak with your **justteachers** education consultant to assess if you would be eligible for this fast track route.

For more information please see for the Departments guidance, Overseas Teachers this file path does not read correctly- What you need to know in the resource section of www.justteachers.com, you will be provided with a copy of this at your interview in England.

National Curriculum

To make sure all pupils have a balanced education, the National Curriculum was developed. The National Curriculum is a framework used by all maintained schools to ensure that teaching and learning is balanced and consistent.

It sets out:

- the subjects taught
- the knowledge, skills and understanding required in each subject
- standards or attainment targets in each subject - teachers can use these to measure a child's progress and plan the next steps in their learning
- how a child's progress is assessed and reported

Within the framework of the National Curriculum, schools are free to plan and organise teaching and learning in the way that best meets the needs of their pupils.

The Curriculum was introduced into England, Wales and Northern Ireland as a nationwide curriculum for primary and secondary state schools following the Education Reform Act 1988. Notwithstanding its name, it does not apply to Independent Schools, which by definition are free to set their own curriculum, but it ensures that state schools of all Local Education Authorities have a common curriculum. The Education Reform Act 1988 requires that all state students be taught a Basic Curriculum of Religious Education and the National Curriculum.



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The purpose of the National Curriculum was to standardise the content taught across schools in order to enable assessment, which in turn has enabled the compilation of league tables detailing the assessment statistics for each school. These league tables, together with the provision to parents of some degree of choice in assignment of the school for their child (also legislated in the same act) were intended to encourage a 'free market' by allowing parents to choose schools based on their measured ability to teach the National Curriculum.

Whilst only several subjects were included at first in subsequent years the curriculum grew to fill the entire teaching time of most state schools. It will significantly ease your transition in to the UK education system if you have a basic understanding of the National Curriculum and how it is delivered in English schools. **justteachers** will provide you with further information prior to arrival and ongoing support whilst you are teaching in England.

Make sure you look at the National Curriculum web site for in depth guidance and downloadable resources www.nc.uk.net

Principal aims and purposes of the National Curriculum

There are two principal aims and four main purposes:

- Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and to achieve
- Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life
- Purpose 1: To establish an entitlement
- Purpose 2: To establish standards
- Purpose 3: To promote continuity and coherence
- Purpose 4: To promote public understanding

In the primary sector there have been significant changes to the way Literacy and Numeracy are taught in Primary Schools. To summarise, an hour is dedicated to prescriptive learning activities for Literacy and then another hour for Numeracy.

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Core and foundation subjects

The table below lists those subjects which form a statutory part of the National Curriculum.

Subject	Key Stage 1 (age 5-7)	Key Stage 2 (age 7-11)	Key Stage 3 (age 11-14)	Key Stage 4 (age 14-16)
English	✓*	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Art & Design	✓	✓	✓	
Citizenship			✓	✓
Design & Technology	✓	✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Information & Communication Technology	✓	✓	✓	✓**
Modern Foreign Languages			✓	
Music	✓	✓	✓	
Physical Education	✓	✓	✓	✓
Work-related Learning				✓
Welsh (Wales only)	✓	✓	✓	✓

*English is not statutory in Key Stage 1 in Welsh-medium schools in Wales **ICT is not statutory at KS4 in Wales or Northern Ireland.

Standard Assessment Tests (SATs)

National Curriculum assessments are a series of educational assessments, colloquially known as Sats or SATs, used to assess the attainment of children attending maintained schools in England. They comprise a mixture of teacher-led and test-based assessment depending on the age of the pupils.

The assessments are completed at the end of each Key Stage and record attainment in terms of National Curriculum attainment levels, numbered between 1 and 8.



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The expectations for each stage are set out as follows:

Key Stage	School Year	Approximate Pupil Age	Expected Level
Key Stage 1	Year 2	7	Level 2
Key Stage 2	Year 6	11	Level 4
Key Stage 3	Year 9	14	Level 5/6

In England, data collected from the assessments at all three key stages are published nationally in performance tables produced by the Department for Children, Schools and Families alongside data for secondary schools relating to performance at Key Stage 4.

Key Stage 1

During Year 2, teacher assessment is carried out in the core subjects of English, Mathematics and Science. For example in English, you would be required to record a level in the three strands of Reading, Writing, and Speaking and Listening. The tests are normally taken during May. By the age of seven most children are expected to achieve level 2.

Key Stage 2

During May in the final year of Key Stage 2, children undertake National Curriculum Tests in the three core subjects of English, Mathematics and Science. These provide records of attainment in the subjects, including separate levels for reading and writing as part of the overall English grade. By the age of 11, most children are expected to achieve level 4.

Key Stage 3

Until 2008, in May during the final year of Key Stage 3, all students were required to undertake National Curriculum Tests in the three core subjects of English, Mathematics and Science. These provided records of attainment in the subjects, including separate levels for reading and writing as part of the overall English grade. The English assessments also included the study of a Shakespeare play. Following a series of issues regarding the marking of National Curriculum Tests in 2008, the national tests were abolished for Key Stage 3. Teacher assessments are still required in all the subjects of the National Curriculum and in Religious Education. By the age of 14, most children are expected to achieve level 5.

Optional Tests

In addition to the statutory assessments at the end of each key stage, the Qualifications and Curriculum Authority (www.qca.org.uk) produces suites of tests for the assessment of English and Mathematics in Years 3, 4 and 5 during Key Stage 2, and in Years 7 and 8 during Key Stage 3. These tests are not statutory, hence their titling as Optional Tests. Although no longer compulsory, assessment materials are also still available for Year 9.

For more details regarding the National Curriculum go to www.nc.uk.net



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Types of Schools

justteachers work very closely with the schools in each location that we operate to ensure we fully understand their needs, in turn this will mean that you are placed in a school that fits your experience and needs, and a successful placement is a **justteachers** placement.

Nursery Schools and Early Childhood Centres

In the UK long-day childcare centres are known as Day Nurseries and are either privately owned or run by the local Borough. In addition there are Nursery departments attached to Infant or Primary schools.

UK regulations require Nurseries to be registered with at least half of the staff having early childhood qualifications. Pre-schools are also known as Nurseries for up to 4 year olds after which the children enter the first year of formal learning in a Reception class. The Reception class is what's known as the Foundation Stage. This would be equivalent to Kindergarten in Australia and New Entrants in New Zealand. Sometimes Nursery Nurses are employed as Classroom Assistants in both the Reception and Year 1 and indeed throughout the school. In Day Nurseries the programme, particularly for the younger children, is based largely around themes and topics and will be under the direction of a Nursery Manager.

Primary and Secondary Schools

England has both public and private schools within all sectors of the education system, ironically many private schools are called Public schools. Primary schools cater for 5-11 year olds while the secondary schools cater for 11-18 year olds. In some cases 16-18 year olds are taught in a sixth form or tertiary colleges. Since 1988, schools have conformed to the teaching guidelines of the National Curriculum.

The four main types of state school all receive funding from local authorities. They all follow the National Curriculum and are regularly inspected by Ofsted.

Community schools

A community school is run by the local authority, which:

- employs the staff
- owns the land and buildings
- decides which 'admissions criteria' to use (these are used to allocate places if the school has more applicants than places)

Community schools look to develop strong links with the local community, sometimes offering use of their facilities and providing services such as childcare and adult learning classes.



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Foundation and Trust schools

Foundation schools are run by their own governing body, which employs the staff and sets the admissions criteria. Land and buildings are usually owned by the governing body or a charitable foundation.

A Trust school is a type of foundation school which forms a charitable trust with an outside partner - for example, a business or educational charity - aiming to raise standards and explore new ways of working.

The decision to become a Trust school is taken by the governing body, with parents also being actively involved in the process.

[Find out more about Trust schools](#)

Voluntary-aided schools

Voluntary-aided schools are mainly religious or 'faith' schools, although anyone can apply for a place. As with foundation schools, the governing body:

- employs the staff
- sets the admissions criteria
- school buildings and land are normally owned by a charitable foundation, often a religious organisation. The governing body contributes to building and maintenance costs

Voluntary-controlled schools

Voluntary-controlled schools are similar to voluntary aided schools, but are run by the local authority. As with community schools, the local authority:

- employs the school's staff
- sets the admissions criteria
- School land and buildings are normally owned by a charity, often a religious organisation, which also appoints some of the members of the governing body

Specialist schools

Though they follow the National Curriculum, specialist schools focus on a particular subject area. Examples include sports, technology or visual arts.

Academies

Academies are independently managed, all-ability schools set up by sponsors from business, faith or voluntary groups in partnership with the Department for Children, Schools and Families and the local authority. Together they fund the land and buildings, with the government covering the running costs.



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City Technology Colleges

These are independently managed, non-fee-paying schools in urban areas for pupils of all abilities aged 11 to 18. They are geared towards science, technology and the world of work, offering a range of vocational qualifications as well as GCSEs and A levels.

Faith schools

Faith schools are mostly run in the same way as other state schools. However, their faith status may be reflected in their religious education curriculum, admissions criteria and staffing policies.

Grammar schools

Grammar schools select all or most of their pupils based on academic ability. Pupils in their final year of primary school sit an exam known as the 11-plus which determines whether or not they get a place. There is no central 11-plus exam, with papers being set on a local basis.

Maintained boarding schools

Maintained boarding schools offer free tuition, but charge fees for board and lodging.

Independent schools

There are around 2,300 independent schools in England. These schools set their own curriculum and admissions policies. They are funded by fees paid by parents and income from investments. Just over half have charitable status.

Every independent school must be registered with the Department for Children, Schools and Families. Standards are regularly monitored by either Ofsted or an inspectorate approved by the Secretary of State, ensuring that the school maintains the standards set out in its registration document.

SEN Schools (Special Educational Needs)

In addition to the SEN departments in mainstream schools, there are separate SEN schools that provide an education for pupils of both the primary and secondary age groups. SEN schools have smaller classes that are often supported by a teacher and a classroom assistant, or a Nursery Nurse in the case of primary schools. Types of SEN schools include EBD - Emotional and Behavioural Difficulties, MLD - Moderate Learning Difficulties and SLD - Severe Learning Difficulties.

At [justteachers](#) we are able to offer our teachers the opportunity to develop their experience of the SEN sector through teaching in these schools. In the UK you do not necessarily need an SEN qualification or experience to teach in this sector. Working with children with Special



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Educational Needs can be a rewarding and memorable experience. Please see or ask for the separate SEN resource guide for more information on special needs.

Governing and Education bodies

DfES - Department for education and skills

The purpose of the Department for Children, Schools and Families is to make this the best place in the world for children and young people to grow up. It was established with the purpose of creating opportunity, realising potential and achieving excellence for all.

www.dfes.gov.uk

Curriculum Authority (QCA)

The curriculum authority is responsible for developing and modernising the National curriculum, assessments, examinations and qualifications. They work closely with government and other agencies to lead the reform of educational programmes, develop and review the National Curriculum, and work on initiatives such as the 14-19 Diploma. They also provide guidance and support to equip learners, teachers and employers with the skills and knowledge they need.

www.qca.org.uk

GTC - General teaching council

The General Teaching Council for England, as the professional body for teaching, provides an opportunity for teachers to shape the development of professional practice and policy, and to maintain and set professional standards. All UK trained teachers and any overseas trained teachers who have been in the UK for 4 years must hold Qualified Teacher Status (QTS) and be registered with the GTC.

www.gtce.org.uk

OFSTED

Ofsted is the inspectorate for children and learners in England. They contribute to the provision of better education and care through effective inspection and regulation. They achieve this through a comprehensive system of inspection and regulation, covering childcare, schools, colleges, children's services, teaching training and youth work. School inspections take about two days and are carried out at short notice. Inspectors draw up a report classing each institution as outstanding, good, satisfactory or inadequate, and schools must respond setting out how they will improve on their results. Ofsted inspections are carried out every three years unless a school raises concern. Schools classed as inadequate can be handed a "notice to improve" or be put into "special measures". Schools in special measures often are not permitted to employ teachers who do not have QTS. These schools - often called "failing schools" - must submit their improvement plans to the education secretary as well as Ofsted. Where practicable **justteachers** will provide you with a schools Ofsted report.

www.ofsted.gov.uk



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UK NARIC

The UK NARIC (National Academic Recognition Information Centre) is the National Agency for the Department for Education and Skills (DfES). They are the only official information provider on the comparability of international qualifications from over 180 countries worldwide.

www.naric.org.uk

Behaviour Management

Effective classroom and behaviour management is one of the major concerns of schools and of overseas supply teachers. As an overseas supply teacher in England, it may be challenging to walk into a new classroom, full of pupils you have never met before, and to manage successfully the behaviour, and therefore the learning, of those pupils.

There is no one way of effective teaching and learning - no hard and fast rules or easy routes for you to follow. Every teacher has their own particular style, approach or 'tool bag' of skills and techniques that they deploy in the classroom.

The teacher is the manager of the classroom as a learning environment for pupils and, as such, is responsible for all that goes on within it. The teacher's job is clearly defined as being responsible for managing the classroom, so that all the learners will absorb as much as possible in the time available. This sounds very straightforward but, as any teacher knows, there is much more to it than that!

Please find below our 6 top tips for behaviour management in UK schools:

1. You will find that every school has different behavioural policies. **justteachers** recommend that you familiarise yourself with the policies and procedures of the schools where you have been placed prior to taking up the position.
2. If for any reason you cannot familiarise yourself with the school's individual policies and procedures, **justteachers** recommend that you adopt a strategy to encourage good behaviour.
3. Please do not leave your class unattended for any reason either in or out of the classroom.
4. Difficult children should be dealt with in a calm and firm manner. Please do not point or shout at a child, or have any physical contact with them.
5. If there are any incidents or accidents, however minor you think they are, please ensure that you report them to a member of school staff as well as to your assigned **justteachers education** consultant, followed up with a written account.
6. If you should encounter any extremely disruptive or violent behaviour whether directed at yourself or another child/adult, please send for a member of staff immediately.

Please see **justteachers** Guides to Behaviour Management for more helpful hints and tips.



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Pay Rates

Typically our rates of pay and benefits are the highest of all the teacher recruitment agencies operating in this field. Rates of pay are determined by several factors. They will vary according to the length and nature of the position you accept, the level of your experience and the location in which you want to teach. Pay rates reflect the costs of living in the location you are placed. Generally rates of pay will be higher if you accept a longer term position than if you are doing daily supply teaching. For those teachers seeking long term work, there are two ways by which you can be paid.

By **justteachers**

Our pay rates are constantly reviewed in order to remain competitive. Your first pay will be deposited into your bank account one week after you start work, and will continue on a weekly basis.

By the school

In this instance, **justteachers** will negotiate a salary with the school and they will pay you directly. Your pay will be based on an annual salary and will be paid in monthly instalments for the duration of the position. Payment will usually occur at the end of a calendar month, one month in arrears. All teachers being placed on Tier 1 (work permits) visas will be paid by this method.

Unless you have a UK tax exemption, it is a legal requirement that both Income Tax and National Insurance be deducted from your pay. You're after tax salary will depend on your personal circumstances. For more information visit the HM Revenue & Customs website at www.hmrc.gov.uk or read **justteachers** Guide to Tax in the UK.

We will discuss the rates in more detail during your interview but you can be assured that we pay on-time, weekly and directly into your bank account. We work with schools to ensure that the rate you receive reflects the work that you do.

We hope that you have found this brief introduction useful, we will continue to support you throughout your registration with **justteachers** both in your country of origin and when you commence working in the UK to ensure that you get the best out of working with **justteachers**.

Please forward any questions regarding working as a teacher in the UK to paulw@justteachers.co.uk