



TEACHING
SCHOOL
ALLIANCE



Prepare to be Inspired

Training to teach with Kyra



#KyraJournal March 2018

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#1

KYRA
Journal

Welcome

A Warm Welcome to this edition of the **Kyra Journal**

Nothing matters more to the success of our pupils than the quality of teachers.

That is why I am proud that Kyra has put teacher recruitment and teacher training at the heart of its work over the past six years. This will never change – not least as the competition for graduate talent intensifies across the economy and teacher recruitment remains so challenging for many.

As Strategic Lead for Initial Teacher Training, I have seen our offer evolve to meet the ever-changing needs and expectations of graduates, whilst also ensuring that Kyra's ethos and DNA underpins everything we do. Everything about our teacher training programmes – including the high expectations we have of our trainees and their mentors – reflects our deep ambition for children.

We've made sure that a strong culture of support exists for our trainees, that they have the opportunity to work across a range of settings and contexts, and that they have access to some of the most experienced practitioners in the county. As a result, we have trainees who emerge from their training fully prepared for the intensity of their first years in the profession and passionate and inspired about the difference they can make in the years ahead.

In this edition of the Kyra journal you will hear their stories, including those of two teachers who recently trained and now work in my own school – Monk's Abbey. You will read about teachers who trained with Kyra and are now, already, stepping up into leadership positions and mentoring the next generation of teachers. We've also

included a feature on Catherine Conyers who has been instrumental in her leadership of our teacher training programmes since 2013, and Michael Pain who is supporting and advising schools and academy trusts nationwide on how to compete for graduate talent in a challenging context.

I do hope that you enjoy the features and articles and, if you are thinking about teaching or know someone who may consider it, that it inspires you to take a closer look at the opportunities that are available through Kyra.

Best wishes,

Vicky



Vicky Johnson is Headteacher at Monk's Abbey Primary School and Strategic Lead for Initial Teacher Training at Kyra.

#2

KYRA
Journal

Catherine Conyers

Kyra's Initial Teacher Training co-ordinator



What is your role at Kyra?

I manage the Kyra Initial Teacher Training (ITT) programme for trainee primary school teachers. My role involves overseeing all aspects of the provision offered to those training with Kyra, as well as providing continual support for trainees throughout their training year; I am a port of call to trainees who can contact me at any point. A key part of my role is carrying out the assessment visits for the Kyra trainees and supporting them and their mentors throughout the training year. I regularly visit trainees in their schools to supervise progress and to ensure that pastoral needs are met. Together we review their progress and reflect on what's going well; we also decide on their next steps and targets for further improvement. I offer practical advice on their teaching, and also guidance and encouragement on how best to approach and complete the training year. My role also includes managing UCAS applications, inviting applicants for interview, direct involvement in the selection process, and the subsequent matching of trainees to the right school for them.

"Our School Direct and School Centred Initial Teacher Training courses are school-based, hands on training programmes. They offer trainees a fantastic opportunity to be immersed in school life from day one"

What path did you take to your current role?

I was a primary school teacher for many years. I worked at Mount Street Academy from 1998 onwards and became the co-ordinator for ITT placements within the school. In 2002 I attended a course for Mentors in Teacher Training, and I became Lead Mentor for Mount Street Academy and later for Lincoln Carlton Academy. I then became the School Direct Lead, working with Bishop Grosseteste University. I really enjoyed this role, especially being able to support and develop trainee teachers to fulfil their potential to become the best teachers that they can be. I share the common ethos of training outstanding teachers and leaders of the future who will make a real difference to the lives of our pupils. It was in 2013 that I became Kyra's Initial Teacher Training co-ordinator so that I could dedicate myself fully to the School Direct role.

Tell us about the teacher training provision that Kyra provide

We work with the Lincolnshire Teaching School Alliance SCITT (School Centred Initial Teacher Training), the University of Lincoln, and three other primary hubs in partnership to deliver teacher training across Lincolnshire. Our School Direct and School Centred Initial Teacher Training courses are school-based, hands on training programmes. They offer trainees a fantastic opportunity to be immersed in school life from day one, while also offering a gradual approach to building up teaching experience. Trainees are assigned to a particular class and teacher within the school they are based, the class teacher being their mentor. They begin by observing outstanding practice, focusing on pupil progress and learning, then move on to group work and team teaching. They soon progress to delivering whole class sessions and full lessons, although the speed of this build-up of teaching is personalised to the trainee, and depends on their experience and confidence. From the start of their training in September onwards trainees spend four days a week in school, and then receive formal, academic training on a Friday either at Lincoln University, Lincolnshire

Teaching School Alliance's Initial Teacher Training centre, or at one of our partner primary schools.

In the Spring Term, trainees undertake a second school placement, which provides a different, often contrasting, experience and further opportunity to strengthen teaching skills in a different setting and age group.

"We are dedicated to providing first-rate training and support to our trainees, with the ultimate goal of helping them to become outstanding teachers and leaders who will provide the best education possible for the children that they will serve in the future".

What happens at Kyra's formal training days?

The formal training days which take place each Friday give trainees an opportunity to come together to share their experiences and discuss key educational issues. Many of our training days take place in our partner primary schools, and this provides opportunity for trainees to visit and experience a variety of different settings over the course of the year. They receive high quality training from University lecturers, teachers, leaders and experts who work within the schools, as well as the chance to meet other teachers to discuss practice, and also speak to and observe pupils. The training days in the partner schools usually comprise of educational information, teaching ideas, and theory and strategies to use in the classroom. Crucially trainees are also able to see these ideas and theories fully integrated into practice in the classroom as they are demonstrated and modelled by teachers at the school.

What are the benefit of initial teacher training with Kyra?

At Kyra we have a strong ethos and moral purpose. We are dedicated to providing first-rate training and support to our trainees, with the ultimate goal of helping them to become outstanding teachers and leaders who will provide the best education possible for the children that they will serve in the future.

Our teacher training is excellent preparation for a career in teaching. We have a large network of like-minded and forward-thinking Lead Schools, that understand the importance of networking and collaborative practice, and who offer a wide range of expertise and experiences. Each school has its wealth of experts, specialists and outstanding practitioners who can deliver research-based training and impart their knowledge and skills to our trainees.

"We have a really high rate of success at Kyra, both in terms of completion of the trainee year, which currently stands at 100%, and also in terms of the number of trainees who go on to find successful employment".

We can offer a large variety of schools and settings and are therefore in an excellent position to be able to match each candidate to a school which is right for their needs. At interview selection day we ask candidates to state a preference for schools from our brochure. Knowing our schools well, knowing the age ranges they are offering, and from meeting candidates, we are able to consider the best match. Following successful interview, candidates visit for a two day experience to check that the match feels right for them. We have a very good match rate and we usually meet candidate preferences very well.

We have a really high rate of success at Kyra, both in terms of completion of the trainee year, which currently stands at 100%, and also in terms of the number of trainees who go on to find successful employment as Newly Qualified Teachers once their training year is over.

What's the secret to Kyra's success?

We recruit the highest calibre trainees possible, and we ensure that they are very well supported throughout their training year. There is always close communication between Kyra mentors and trainees; we keep close track of how trainees are getting on and their tracked progression, and we are responsive to any particular issues.

We have a really thorough training programme which makes use of the many experts across our schools. As well as this, we regularly check in on school-based mentors to support the process, ensuring that we offer a continual development of their skills as a mentor.

The support we offer to our trainees continues beyond initial training. We provide training and support for teachers when they are Newly Qualified as well as Continuing Professional Development opportunities as they move through their career. Often our trainees have recruitment opportunities from schools within Kyra and will go on to work at a school within the Kyra Teaching School Alliance.

Finally, our core focus at Kyra is always on providing the best education possible for children, and that priority drives everything we do. We attract and recruit trainees who share in this moral purpose, and who are dedicated to making it a reality.

"Our core focus at Kyra is always on providing the best education possible for children, and that priority drives everything we do. We attract and recruit trainees who share in this moral purpose, and who are dedicated to making it a reality."

Miles Hanson

Recently qualified teacher



“Teaching is an incredible job. It’s different every day, and building those relationships with your class and helping the children to fulfil their potential is an amazing privilege.”

Miles Hanson was initially inspired to train as a teacher after an evening out with friends visiting Lincoln Christmas market. It was here that he bumped into his old year 5 primary school teacher, Mr Marshall, which, in his own words, “brought a wave of happy memories flooding back, of all the fantastic experiences I’d had as a primary school pupil, and the great lessons that I’d had in year 5 with Mr Marshall”. Not only did his old teacher recognise him, but remembered him well, and was keen to know how Miles was getting on and what he was up to. “Meeting my old teacher made me realise what a positive impact he’d had on me all those years ago”, say Miles. “I thought to myself; what a fantastic achievement it would be, to teach children and to help them to achieve their goals, and for them to remember you for all the great things you did with them.”

Miles always knew he wanted to work with children, but didn’t always know that he wanted to be a teacher. He trained at Lincoln University to become a Sports Coach, with the aim of combining his love of sport with his desire to work with young people. Being a Sports Coach involved going into primary schools, secondary schools and sports clubs, and meant working with young people on a day-to-day basis. Miles tells us, “I loved working with young people; I enjoyed their enthusiasm and energy, getting to know them, and being able to help them to learn and develop new skills. However, the downside was that, in my role as a Sports Coach, I would often only see a group of children once, or for a few weeks, and then I would be moving on to the next group.”

Miles began to feel that he wanted something more; he wanted the opportunity to develop relationships with the children that he worked with over a longer period of time, and to be able to really get to know them as individuals. He tells us “I wanted more opportunity to make a difference, and to help children to develop as a whole person, and in all sorts of different subject areas, not just in sport.” When Miles met his old teacher at Lincoln Christmas market, his path started to become clearer, and he realised that becoming a primary school teacher would enable him to make an impact on young people’s lives in the way that he desired.

After Miles had made his decision to train to become a primary school teacher, he began to do his research, looking at various training providers, and exploring the different routes he could take. He tells us, “what drew me to training with Kyra over all of the other providers were the schools in the alliance. It was clear that the Kyra schools shared a clear moral purpose, particularly in terms of developing the whole child and helping them to achieve their full potential. I wanted to do my training in schools where the culture and ethos matched my own personal values, and that was something that Kyra could definitely provide.” Miles was also drawn to Kyra as they place a significant emphasis on matching trainees to the right school for them.

Trainees have a say in this process from the off, “my preferences were very much listened to and taken on board, and I was also able to spend two days at my base school, Monks Abbey Primary School, to make sure that I felt sure it was a good fit, before any final decisions were made”.

“It was clear that the Kyra schools shared a clear moral purpose, particularly in terms of developing the whole child and helping them to achieve their full potential.”

Like most trainee teachers before beginning their training year, Miles confides that both he and many of his peers on the course were feeling rather nervous to begin with! However, Miles tells us that he was quickly able to settle in to his new role with the help of his school, his mentor, and Kyra. Miles tells us, “spending some time at Monks Abbey before the training year began made me less nervous; by the time I started my training year I already recognised quite a few familiar faces. I was introduced to key members of staff, so I had lots of people to go to and knew who to turn to for help in different areas. There were also introductory sessions with Kyra which outlined the structure of the year, and what the requirements were. During these sessions I got to know other people doing their training too; making these connections with other trainees proved really helpful throughout the year, and I never felt alone. There was always someone to get in touch with to share experiences with or get advice from.”

There is no doubt that having plenty of support is vitally important during teacher training, and Miles certainly felt that there was never any shortage of people he could turn to for support whenever necessary. He tells us, “I had a lot of support during my training year from the Kyra teaching alliance, including my mentor from Kyra who I knew I could turn to with any problems. I also had a fantastic mentor in my training school, Nicola Beckett, who was truly inspirational, and really helped me to develop my professional outlook and my teaching.

What I particularly took away from Nicola was how to develop a really positive relationship with my class, while still having very high expectations of behaviour.”

Another aspect of training with Kyra which Miles greatly valued was the opportunity to access the wide range of expertise available from the many different schools

within the Kyra teaching alliance and across the partner hubs. Miles found visiting a different school each week for training sessions on key aspects of teaching a very valuable experience. “Training with Kyra isn’t just about being in one school, it’s about having links to a whole network of schools. Through Kyra you get access to the very best practitioners across Lincolnshire, and have the opportunity to be trained by teachers who are specialists in their particular area. You can tell each school is so enthusiastic and feels really strongly about their specialism. They provide you with their best knowledge and practical advice in that area, which you can then take away and put into practice in your own teaching.” Miles especially remembers an inspirational session at Birchwood Junior School which had a focus on Maths, “the Headteacher was so excited about maths and what the school were doing in that area. I picked up some really useful strategies, and I have been using the maths games I learnt on that day in my lessons ever since.”

“Through Kyra you get access to the very best practitioners across Lincolnshire, and have the opportunity to be trained by teachers who are specialists in their particular area.”

Miles concludes, “my training year was so rewarding; I learnt so much from my mentor and the other teachers at Monks Abbey and in the Kyra alliance. Also, knowing that I’d had a positive impact on the pupils in my class and their progress over the year was an amazing feeling. I went on to get a job at Monks Abbey and I couldn’t be happier; teaching is an incredible job. It’s different every day, and building those relationships with your class and helping the children to fulfil their potential is an amazing privilege. It’s a job where you can truly make a difference.”

WATCH THE VIDEO HERE

<https://www.youtube.com/watch?v=LAbtMxZEWhU>



Prepare to be Inspired

Training to teach with Kyra

#7

KYRA

Tanya King

Recently qualified teacher



"The best thing about teaching is that moment when you see that a child has finally mastered a new skill or understood a new concept. It is those little victories that make teaching the most rewarding job in the world."

Tanya always knew she wanted to be a teacher, and began her journey at Bishop Grosseteste University, completing a degree in Drama and Education. "There are a few reasons why I wanted to become a teacher", Tanya shares; "I wanted to support and guide children, and to help them to learn new skills and to grow. I also knew that teaching would suit my personality; I enjoy guiding and nurturing, and being able to make a difference to others."

However, Tanya's decision to become a primary school teacher came a little later; "initially, I went straight from my degree to teaching drama at a secondary school academy" says Tanya, "I really enjoyed the experience, and had the option to train to become a qualified drama teacher. However, I'd also gained some experience working in primary schools as part of my degree, and had thoroughly enjoyed it. I soon found that I had a burning desire to train as a primary school teacher instead."

Tanya had reached a crossroads; should she continue on her current path and become a drama teacher, or apply to train to be a primary school teacher instead? She started to research her options in order to make the right decision; "primary school teaching had always appealed, but as drama was part of my degree, that was the direction I'd found myself taking instead. One of the key things that encouraged me to make the leap and apply to train as a primary school teacher were the opportunities for career development in primary school teaching, particularly with Kyra." Tanya was also attracted to the Kyra teacher training route as she knew she wanted to train locally, in Lincolnshire, and was keen to train on the job, "I wanted to get into the classroom and get stuck in straight away, and training with Kyra allowed me to do this."

“During your training year you are a member of staff at your school; you have your own class where you can build relationships with the pupils, and you really feel like a part of the team from day one.”

According to Tanya, training through the Kyra route was excellent preparation for life as a teacher, “the expectations throughout the training year really equipped and prepared me for school life. During your training year you are a member of staff at your school; you have your own class where you can build relationships with the pupils, and you really feel like a part of the team from day one. You are immersed in the everyday realities of teaching, and quickly learn how to balance the different responsibilities of the job.”

Tanya also found that the input of her Kyra and school-based mentors over the year really helped to bring her teaching along, “I learnt so much from their comments and feedback, based on observations of my lessons. Their guidance really helped me to develop my teaching and to learn to be reflective.” By the end of her training year, Tanya felt very confident about starting work as a newly qualified teacher, “I couldn’t have felt better prepared after my training with Kyra. I felt ready and capable to go in to school and make a real difference to the children.”

Tanya admits that the teacher training year wasn’t always easy, but found that training with Kyra offered a whole network of support that she could draw upon during the tough moments. Her mentor at Kyra, and her school-based mentor, together helped her to face any challenges, “they were there to encourage me and support me if I ever felt overwhelmed. They would reassure me that I was on the right track, and offer strategies and advice to help me overcome any issues. I always felt that they had my back, and that I always had someone to turn to.” As well as having her mentors, Tanya gained a lot of support from her peers also training with the Kyra hub, “we would see each other once a week for the formal element of our training, and it was a great opportunity to share our experiences, and to encourage and support each other. I made some great friends and it was really important to me to have that connection with other trainees. The fact that we were there for one another was very reassuring.”

“It was really important to me to have that connection with other trainees. The fact that we were there for one another was very reassuring.”

Training with Kyra also brought with it the opportunity to experience a variety of different schools during the year, which Tanya found both useful and eye-opening. Tanya’s training school was Willoughton Primary, a small village school which at the time had around 55 pupils.

Her second school placement at Monks Abbey offered a contrasting experience, being a school in the city of Lincoln with around 500 pupils. Tanya spent seven weeks at Monks Abbey, and found the experience very valuable, “working in more than one school was really useful. You learn all the rules and routines of your base school, and then when you go into another school you are exposed to a different school environment with new colleagues and different ways of doing things. It gives you a fresh perspective. You learn new things, and different approaches, and you take those back with you to your base school. You learn that all schools are different, but that the fundamentals remain the same.”

Tanya also had the opportunity to experience two one-week placements, one at St Christopher’s, a special school for children with learning difficulties, and one at Fortuna school, a school for children who have left mainstream education because of emotional and behavioural difficulties; “these schools offered a completely different perspective, and it was really valuable to see the teaching and communication methods that worked best in these contexts. There were lots of things that I took away from the experience that I knew would be useful in my teaching career.”

Since training with Kyra, Tanya hasn’t looked back. She is now a permanent teacher of year 3 at Monks Abbey Primary School, and continues to love her job. “The best thing about teaching is that moment when you see that a child has finally mastered that new skill or understood that new concept” says Tanya, “it is those little victories that make teaching the most rewarding job in the world.”



WATCH THE VIDEO HERE

<https://www.youtube.com/watch?v=LAbtMxZEWhU>

Mark Cotton

Year 5 Teacher and Leader



"Without a doubt teaching is the best job that I've ever had. It varies every single day, and you will never be bored! Becoming a teacher is the best decision I could have made."

Mark started his teacher training at the age of 26. After completing a degree in History and Politics at Lincoln University, he got his first job working for Lincolnshire County Council. He later started working as a Bikeability instruction trainer, which meant going in to local primary schools and working with year 5 and 6 pupils. It was through Bikeability that Mark began to realise just how much he enjoyed working with children, and in his own words, this "lit a fire" in him.

Mark started to consider a career in teaching, and got in touch with a friend who was a primary school teacher to ask if he could watch some lessons. Mark tells us, "I thoroughly enjoyed the experience of going into my friend's school, and I quickly fell in love with teaching. I realised that I wanted

to be that person inspiring children at the front of the classroom. I knew it would be so rewarding. After years of never really knowing which direction to take, I knew that I had finally found the career for me."

Mark is a Lincolnshire boy through and through. His decision to train with Kyra was, in a significant way, inspired by the fact that his local schools (the ones he had attended as a pupil) are part of the alliance; "I went to Mount Street Academy as a pupil, and also to Westgate Academy, which is the school where I did my teacher training, and now where I work!"

"I knew that if I trained with Kyra I could give something back to the schools and the community that gave me so much when I was a child, and that felt very right to me."

Mark thoroughly enjoyed his primary school years, and has fond memories of the inspirational teachers that taught him, the stimulating lessons he enjoyed, and of all the skills that he learned that served him so well later in life. "I'm still friends with some of the people I went to primary school with, and even now we warmly reminisce about our old teachers and the good times we had", Mark says, "and I knew that if I trained with Kyra I could give something back to the schools and the community that gave me so much when I was a child, and that felt very right to me." Other reasons that Mark chose to train with Kyra included the wide variety of schools in the alliance, and the opportunity to draw on a range of expertise across the network of schools.

Training with Kyra is a decision which Mark has never looked back on. He made some great friends during his training year who he is still in touch with, "we still meet up regularly; we talk about the job, and are there to give advice and support to one another. Our connection didn't end after the training year." He has also found that the opportunities offered from the Kyra hub did not end after his training year; "I've had opportunity through Kyra to access training in a variety of different schools; I've learned from

many different teachers, teaching in diverse settings with different challenges. The professional development from Kyra doesn't end after your training year, there were lots of useful training days on offer during my first year as a qualified teacher, and, since I work for a school in the Kyra network, the opportunities to learn from others in the network are ongoing."

Mark was offered a permanent job at Westgate Academy after his training year, and gladly accepted. He knew this was the school where he wanted to teach and continue his professional development, not least because he had found the other staff at the school so welcoming and supportive during his training year. Now, several years into his teaching career, Mark has progressed to a leadership role at Westgate, and is currently year 5 leader. As a year leader, he co-ordinates year 5 curriculum and is in charge of making sure that the curriculum is completed as it should be over the course of the year. He also oversees three other teachers and four TA's. "Being involved in Kyra, from my training year onwards, has helped to give me the skills I needed to develop as a teacher", Mark says, "and I feel this is a key reason why I've been able to move into a middle leadership role fairly early in my career; Kyra have helped me to gain the skills and the confidence to achieve this."

"Training within Kyra, and continuing to teach within the Kyra alliance, has given me a great support network, and has given me the opportunities to develop my career."

From being a trainee teacher and Newly Qualified Teacher (NQT) with Kyra, and benefitting from the guidance and support of his mentors, Mark is now a mentor himself. His experience of being a trainee and NQT is still fresh in his mind, "I remember how lost I felt at times as a trainee, listening to all the new jargon and acronyms. Luckily, I had a great mentor who I could always go to with questions, no matter how silly they sounded." Mark now uses his experiences as a trainee and NQT to influence and guide his own mentoring, "I mentored an NQT last year, which was a great experience. I am now that person doing the guiding and supporting the training and development of a new teacher. I tried to make sure that he felt comfortable, felt like a part of the team, and always understood what was happening and why. He is still with us at Westgate, teaching in year 6 now, and doing a great job."

Mark tells us that he would recommend teacher training with Kyra to anyone considering it, "Training within Kyra, and continuing to teach within the Kyra alliance, has given me a great support network, and has given me the opportunities to develop my career. Without a doubt teaching is the best job that I've ever had. It varies every single day, and you will never be bored! There can be tough times, but they are by far outweighed by the fantastic times. It's the best decision I could have made."



WATCH THE VIDEO HERE

<https://www.youtube.com/watch?v=aXl5GzXB3Ek>

Rachel White

Recently Qualified Teacher and Early Years Foundation Stage Leader



"Teaching is an amazing career; you are able to inspire children to be the best they can be, and to teach them that the sky's the limit!"

Rachel had several different jobs before deciding to become a teacher, including being a retail manager and working at a police headquarters. However, becoming a teacher had always been her childhood dream, and her desire to pursue a career in teaching had never truly gone away. She finally decided to go for it, and made a plan to start her teacher training when her children were old enough to start school.

"I decided it was finally time for me to do what I had always wanted to, and follow my passion" she tells us, "however it was a fairly daunting task as I had to take university modules to finish a degree I had started in advertising and PR a few years before. Fortunately, I was able to take modules related to teaching to make up the extra credits to complete my degree. I took a module in children's literature, and one on issues in research related to children and young people. These were really interesting

and I knew that they would be useful for my future career in teaching, so that really motivated me."

Rachel also began to do some volunteering at both Monks Abbey Primary School and Lincoln Carlton Academy, to get some experience in primary schools and learn a little more about what to expect from working in a school and a career in teaching. "I loved the schools", she says, "and I knew this was definitely what I wanted to do. I went along to a Kyra open evening to learn about the School Direct route, which I decided would be perfect for me, as I wanted to get straight into the classroom and start teaching as soon as possible. I also knew I wanted to train with Kyra as I had had a really good experience of the Kyra network in the schools I had volunteered at. They had a really positive atmosphere, and a clear moral purpose to help all children to succeed, which I knew was central to everything that they did."

“I didn’t feel like an outsider coming in. I was a member of staff and a part of the school from the very beginning.”

Training through the School Direct route meant that Rachel felt like part of the team at her training school, Lincoln Carlton Academy, from the off, “I didn’t feel like an outsider coming in. I was a member of staff and a part of the school from the very beginning.” At the same time, she did formal training weekly, each Friday with other trainees, giving her the opportunity to get to know other people training with Kyra and the partner primary hubs, “It was also great to have that camaraderie with other trainees, to be able to meet up weekly, talk about our experience and support one another, and I am still in touch with some of the people I trained with now.”

Rachel admits that during her teacher training year handling her workload sometimes proved a challenge. However, she is extremely grateful for all the support she received from colleagues to help her to find a manageable work-life balance during her training year; “my mentors, both school-based and through Kyra, really supported me when it came to coping with workload. They helped me to prioritise, and to remember to focus on my health and wellbeing too. They taught me how to be passionate, but not consumed, and they modelled this to me in their own approach.”

As well as having a great support network through her training and NQT year, Rachel also appreciated being able to draw on the experience and expertise on offer as a result of training through Kyra. “Everyone’s so passionate”, Rachel says, “and as well as learning many useful and practical skills for my teaching, I have also been motivated and inspired by the commitment and drive of

my colleagues within the Kyra alliance to do the very best they can for the children in all of our schools. I think that attitude is contagious, and permeates throughout the alliance.”

“I have also been motivated and inspired by the commitment and drive of my colleagues within the Kyra alliance to do the very best they can for the children in all of our schools.”

Rachel has been a qualified teacher for nearly two years, and her career is already going from strength to strength. She tells us, “with Kyra, the learning and development doesn’t stop after your initial teacher training. I have had amazing opportunities with Kyra, right from the very beginning of my career onwards. I am already Early Years and Foundation Stage leader at Lincoln Carlton Academy, which I love. I am also currently making the most of an opportunity to be involved in a teacher led research programme; being involved with research at the forefront of education is a great experience, and very exciting too!”

When asked if she would recommend teacher training through Kyra to others, Rachel answered without hesitation, “teaching is an amazing career; you are able to inspire children to be the best they can be, and to teach them that the sky’s the limit. You can ignite that passion in them for learning, and the belief that they can do anything they want to do. It’s amazing to know that you’re the one that’s helping them to achieve their full potential. As for training with Kyra, for me it was brilliant; the opportunities are there to do amazing things, and to have a career that really makes a difference.”



WATCH THE VIDEO HERE

<https://www.youtube.com/watch?v=UYFvcNDU9kw>

A Kyra School-Based Mentor's Perspective



"Being able to mentor trainee teachers is a wonderful thing."

Throughout my education I had brilliant role models who were always there to advise and encourage me, and this is what inspired me to become a teacher. I wanted to help and encourage other people the way that I was encouraged. Being a teacher training mentor also allows me to do this; I can hopefully be that person that helps to develop new teachers, supporting them to pursue their new career and become confident and successful practitioners.

In my experience, being a good mentor is first and foremost about building up a good relationship that enables the trainee to feel comfortable to come to you with any questions that they may have, or to ask for help and support when needed. Getting to know the trainee as well as possible as a person is really important, because it means you can keep a close eye on their wellbeing, and recognise any change which suggests that they might be struggling with something. This way you can intervene and help them to tackle any challenges or problems they may be facing before they become overwhelming. Getting to know trainees also means getting to know their

strengths, and also the areas which they need to develop further, and using this knowledge to inform your approach. Developing that good relationship means that you can be honest with the trainee about areas for improvement, while always being encouraging and supportive.

"Getting to know the trainee as well as possible as a person is really important, because it means you can keep a close eye on their wellbeing."

As a mentor, I am very aware that I need to model best practice to my trainees. I try to demonstrate to them that, even as an established teacher, I constantly reflect on my lessons and teaching, never stop asking questions and never stop learning, and I encourage them to do the same. I also try to model a work-life balance, and share strategies for how to manage and prioritise workload. However, I know that I am by no means the expert on everything, and I encourage trainees to learn from all the teachers in the school.

I point them towards the specialists in school in different areas, and advise trainees to observe as many different teachers as possible during their training year. There is also much that they can learn from other trainees (not least that other trainees will be facing similar scenarios and challenges to themselves on a day-to-day basis, and that they are far from alone in their experiences!)

"As a mentor, I am very aware that I need to model best practice to my trainees."

I always tell trainees that their training year is the perfect time to try out all sorts of different approaches and ideas in their lessons. They should not be afraid to try new things; if things don't end up going quite to plan, that in itself will be a valuable learning experience! Schools can benefit so much from the fresh perspectives and energy of trainee teachers, and I am not afraid to admit that there have been many occasions where I have taken away an exciting

new lesson idea or borrowed a brilliant resource from a trainee. Trainees often give a lot back to the school at which they train.

"I always tell trainees that their training year is the perfect time to try out all sorts of different approaches and ideas in their lessons. They should not be afraid to try new things."

In my opinion, the School Direct and School Centred Initial Teacher Training routes into teaching are the best; it is a really valuable experience for trainees to be immersed in

the everyday life and running of the school throughout the year. They get to learn on the job, and find out what it really takes in practice to be a teacher.

I believe that my main aim as a mentor, ultimately, is to show the trainee that I have faith in them and in the amazing teacher that they can become if they put their heart and soul into the job, just as my mentor did with me."

Emily Burford is a Year 2 teacher and Assistant Head at Lincoln Carlton Academy.



Michael Pain

Why schools must work hard to engage the next generation of graduates



Michael Pain is the founder and CEO of Forum Education. He has spent the last three years working with schools to anticipate changes in employee expectations and recruitment marketing, providing training to ITT providers on behalf of the National College for Teaching and Leadership and to dozens of multi-academy trusts nationwide.

"Ensuring that our schools attract the most talented people to become teachers must be every school leader's priority. Nothing else matters more to the success of our education system, our schools and our children and young people".

If we didn't know it already, the National Audit Office in its report of November last year reminded us that "the quality of teaching is more important to pupil outcomes than anything else a school can control."

This makes the recruitment (and retention) challenges we face a very risky prospect for anyone who cares about giving children the best start. Whilst many believe there is more government can and should be doing, it would be wrong for schools and groups of schools not to put significant leadership

time and investment into doing what they can to mitigate the challenge. Together, school leaders need money but to establish the profession as an employer of choice in the face of fierce competition for graduate talent.

Why are we in this position? First of all, and out of the control of schools, is the fact that the number of vacancies in the economy is now far higher than pre-financial crash levels. In fact, there are now more vacancies in the UK economy than at any time since the ONS's published data begins in 2002. This means that schools and teacher training providers are having to recruit in an increasingly competitive market.

Secondly, the number of people graduating each year continues to fall, exacerbating the competition for graduate talent. According to the Association of Graduate Careers Advisory Services a fall in university applications continued in 2017 (following a big drop in 2015 and only a slight rebound in 2016). The number of 18-year-olds in the UK set to fall year-on year until well into the next decade.

Money is also an issue. The education system is operating within a context of pay restraint and this is limiting the ability of schools to compete with other sectors on this front. Generally, across the wider economy, total pay has been increasing at above 2% per annum since late 2014.

Finally, there is a perception of high workload and long hours – in some cases easily justified – which is putting prospective teachers off joining the profession. According to the DfE's own research, most teachers that walk away from the profession do so because of the workload demands. The message this sends to the next generation is hard to counteract.

Whilst all this is happening, the number of pupils joining secondary schools is set to increase further in the coming years, increasing the demand even further.

"Whilst many believe there is more government can and should be doing, it would be wrong for schools

and groups of schools not to put significant leadership time and investment into doing what they can"

That's a pretty gloomy picture. Yet, I do believe that schools themselves now need to think carefully about how they compete for talent in what is, admittedly, a very challenging context. It's a key leadership challenge and it would be a wise school leader who doesn't wait it out for further government answers or solutions here. School leaders need to be working – together – within their circle of influence to do what they can.

If we are serious about the importance of attracting the top talent, we need to understand what motivates this generation of graduates and how we can 'sell' the profession to them. That means engaging in market research, adapting our strategies to teacher development (and working culture) where appropriate, and investing in recruitment marketing to the extent that other sectors do. So, what is it that motivates and engages this generation of graduates? For those born in the early 1990s, the millennials, it's very much about being agents of change and having access enriching career opportunities that make the most of their talents.

A 2017 survey by Deloitte found that those millennials who stayed in their posts for more than five years were far more likely to describe their organisation as having a strong sense of purpose (above anything else in fact). That means that we must go beyond simply outlining the nuts and bolts of teacher training in our marketing, or simply describing teaching as 'a great' or 'inspiring' career' and speak about 'the why' – the opportunities that this new generation teachers has to make a difference to society and to their communities. At a time when children's health and wellbeing, their preparedness for a rapidly evolving society and economy, and the impact of technology on learning and development are all major issues – as is the need to ensure better social mobility – we can really engage passionate, hard working, and talented graduates in a compelling cause. Yet how many schools are really effective in marketing teaching and the profession in this way? This is about building further on important messages such as Kyra's 'ambitious for children' and painting a clear definition of what we mean by children and young people's success in the coming years and how all our teachers can contribute to that vision.

"If we are serious about the importance of attracting the top talent, we need to understand what motivates this generation of graduates"

Alongside this we must also do more to promote the career opportunities and learning experiences that groups of schools such as Kyra provide for graduates who are keen to progress and make a big difference. Good teaching school alliances and academy trusts are in a strong position to show graduates how their employers can readily meet their appetite to engage in opportunities such as professional networks, research activities, cross-school improvement initiatives, and leadership development from an early stage in their careers. We

need to do more to share and celebrate this aspect of the job and the fact that a career in teaching can be about making a difference across a locality in partnership with many other likeminded people.

At the same time, we also now need to pay attention to a new generation – generation z – who are defined as those born after 1996. For these young people, it already appears that flexible working, facilitated by the use of technology, is going to play an important factor in their choice of career. Research from the Smarter Working Initiative has found that 70 per cent of new workers say being able to work flexibly makes a job prospect significantly more attractive to them. The rise in readily available internet access and portable devices like laptops and tablets has opened a door to a truly agile workforce. A profession lacking genuine flexibility coupled with excessive workload is going to wholly unattractive to this generation.

"A 2017 survey by Deloitte found that those millennials who stayed in their posts for more than five years were far more likely to describe their organisation as having a strong sense of purpose above all else."

This presents a big challenge to the education system, and it will be important that schools and school leaders begin to think seriously about how they compete for this generation of talent. Whilst it is impossible to provide home working or 'work at any time' solutions, schools should attempt to meet this generation half-way, for example, by recognising that they may wish to work part-time whilst pursuing other careers (which could enhance what they bring to the classroom) or improving the way online networking is achieved across school groups to aid planning and the sharing of resources between teachers – mitigating the workload concerns of all. Again, schools should not only be researching and implementing innovative strategies that attract and retain talent, but also promoting the fact they are doing this.

Which leads me to my final point. Traditional marketing techniques such as flashy adverts and soundbites will not be enough to persuade the millennials or generation z to get into teaching. Reputation matters more than anything and it is clear that in an age of social media influencers young people increasingly trust peer to peer communications above all other sources of information. Schools and trusts should be responding to this, making sure that their trainees and new recruits – as well as established teachers - are at the forefront in telling the story.

What all schools, trusts and teaching school alliances now need is a strategy for becoming an employer of choice. Many – such as Kyra - are already more than half way there. The challenge now is to take that message out to graduates and to continue to make sure that purposeful and collaborative working practices – that benefit children and adults alike – are at the heart of our vision for the future of education.

You can follow Michael on twitter at [@michaelpain](https://twitter.com/michaelpain)



LINCOLNSHIRE
TEACHING SCHOOL ALLIANCE

Start your Teaching Career with us!

Welcome to Lincolnshire Teaching School Alliance SCITT. We are delighted that you are interested in teacher training. LTSA SCITT (School Centred Initial Teacher Training) works in partnership across Lincolnshire to deliver high quality school-based primary and secondary teacher training.

“The support from colleagues and staff proves monumental in aiding your success.”



ABOUT LTSA SCITT

Lincolnshire Teaching School Alliance SCITT is an Initial Teacher Training provider in Lincolnshire offering:

- A bespoke training programme which blends QTS and PGCE
- School-based training from Day 1
- A caring, nurturing and supportive programme for trainees
- Training in a range of schools across Lincolnshire
- Dedicated mentor support
- A dynamic and supportive learning environment
- Strong partnership with the University of Lincoln, including access to the University's facilities
- Ongoing career opportunities and development

All trainees in 2015-16 exceeded minimum levels

65% graded outstanding
35% graded good

Very high employment rates - the majority in Lincolnshire schools

Teacher training, recruitment and retention

Flexible working in schools

The Department for Education (DfE) has published (11 December) further information on its plans to boost flexible working in schools. Following the first Flexible Working in Schools Summit, held in October, more than 60 pledges of support have been made by businesses, schools and education organisations, in order to raise the profile of flexible and part-time working and to ensure opportunities to work flexibly are available across the profession. At the summit, the DfE committed to (source: DfE):

- carry out research looking at changing recruitment practices in schools, to inform its guidance about how schools can introduce flexible working
- include the promotion of flexible working opportunities when developing the new Teacher Vacancy Service
- run a one-year pilot of a revised model of the Leadership Coaching Pledge for women teachers, including support for part-time workers and people returning to teaching after a break
- include measures within the DfE Edtech strategy (which supports the roll out of new technologies in schools and educational establishments) to help schools support flexible working practices
- update its guidance on 'Flexible working in schools' to include information dispelling common myths about flexible working and case studies from schools who are putting the policy into practice

Further information can be found: <https://www.gov.uk/government/publications/increasing-flexible-working-in-schools>; and in the associated news story: <https://www.gov.uk/government/news/leading-organisations-pledge-to-boost-flexible-working-in-schools>

Teacher job satisfaction and retention

The Department for Education (DfE) has published (2 November) a paper on teacher job satisfaction and retention, using the results from TALIS 2013 (an international teaching and learning survey). The key findings from the report are summarised below (source: DfE):

- Better school leadership is strongly associated with higher teacher job satisfaction and a reduction in the odds that a teacher wants to move school.
- Teacher cooperation and scope for progression have the next strongest relationships with increased job satisfaction.
- Increased levels of effective professional development are associated with a reduced desire for teachers to move schools.
- The scope for career progression in their school is also associated with reduced odds that a teacher strongly agrees that they want to move school.
- The number of hours worked and frequency of marking and feedback reported by teachers does not have a statistically significant relationship with job satisfaction. However, teachers who report their workload as unmanageable do have lower levels of job satisfaction.

Further details can be found: <https://www.gov.uk/government/publications/teachers-in-secondary-schools-evidence-from-talis-2013>

Deloitte Millennial Survey 2017

At the start of this year (31 January), Deloitte published its latest survey of millennials, which looked at their world view and found that many, especially in developed economies, were anxious about their future. The main key findings from the report are summarised below (source: Deloitte):

- Built upon a solid, two-way exchange of trust, flexible working continues to encourage loyalty and make a significant contribution to business performance.
- Millennials appreciate working in a collaborative and consensual environment rather than one that directly links accountability and responsibility to seniority (or pay).
- Flexible working continues to be a feature of most millennials' working lives and is linked to improved organisational performance, personal benefit, and loyalty. Overall, 84% of millennials report some degree of flexible working in their organisations.
- Compared to those in 'low flexibility' environments, those employed where flexible working is highly embedded are twice as likely to say it has a positive impact on organisational performance and personal well-being.
- Accountability and flexibility are highly correlated – those working in the more flexible environments report higher levels of personal responsibility.

Further details can be found: <https://www2.deloitte.com/global/en/pages/about-deloitte/articles/millennialsurvey.html>

Teacher supply

The Department for Education (DfE) has published (13 September) its latest analysis of how teacher supply issues vary between different schools, and how teacher characteristics affect supply. The key findings from the report are summarised below (source: DfE):

- There are no strong geographic trends in teacher supply issues, showing that it is a school level issue.
- A quantitative survey of ex-teachers ran from early February until late March 2017, and accrued 2,642 completed responses, which was stripped down to 1,023 responses to be used in the analysis.
- The findings from this recent survey found the following in relation to the most important factors for leaving the profession:
 - 75% stated that workload was the reason they left the profession, making it the most common reason for deciding to leave.
 - The next most important factors were: government initiatives/policy changes; feeling undervalued by leadership/team; Ofsted pressure; and lack of support from school leadership.
 - For younger teachers, the key factors in deciding to leave the profession were: workload; pupil behaviour; Ofsted pressure; and flexible working.
 - Older teachers, however, were more affected by not feeling valued or supported by leadership, or by a change in leadership.
 - Those who cited lack of progression as a reason for leaving were more likely to leave the education sector and to have a higher salary in their next role.

Further details can be found: <https://www.gov.uk/government/statistics/teachers-analysis-compendium-2>

Teacher recruitment, pay and curriculum choices

The Education Policy Institute (EPI) has published (12 July) its latest analysis paper, which looks at the latest teacher recruitment figures and teacher supply projections. The analysis found the following (source: EPI):

- overall recruitment to postgraduate initial teacher training improved in 2016/17 compared with 2015/16, but a decrease in applications up to June of 3 per cent compared with 2016/17 signals that recruitment challenges are continuing;
- the Department for Education (DfE) is planning on the basis that pupil: teacher ratios will increase from 14.5 to 16.0 over the decade from 2016/17, limiting the number of teachers needed as pupil numbers grow. Despite this, and a reduction in retirements, this year's targets have increased by 6 per cent;
- continuing to increase training bursaries in response to this need could represent poor value for money.
- this makes alternatives worth pursuing, even if they appear expensive, provided new programmes can be learnt from. Emerging evidence from new approaches show mixed results, with particular difficulties experienced by teachers attempting to return to or join schools under more flexible working arrangements;
- improving working conditions will be important for attracting and retaining teachers. As recognised by the School Teachers' Pay Review body this week, continuing pay restraint may make this more difficult, with teacher salaries set to fall by 5 per cent by 2019-20 relative to a scenario where they keep up with inflation;

Further information can be found: <https://epi.org.uk/analysis/analysis-challenge-navigating-teacher-recruitment-pay-curriculum-choices/>

Diary Dates



Make a note of these events in your diary today!

All events can be booked at:

<https://event.bookitbee.com/kyra-teaching-school-alliance>

Kyra Heads Forum (Members Only)

Lunch included

A powerful forum for networking, reflection and development that is focused upon relevant areas of work. This Headteacher forums give leaders the opportunity to be involved in the development of aspects of Kyra work, to engage in activities across the wider alliance and to contribute to discussions around local and national issues.

Tuesday 20th March 1pm – 4pm – Lincoln Carlton Academy – Kyra Central

Tuesday 27th March 1pm – 4pm – Spilsby Primary Academy – Kyra East

Asking the Right Questions

£90+ Vat per delegate (Lunch included)

26th March 2018 - 10.30am-2.30pm

Lincoln Carlton Academy

Are you confident in evaluating outcomes from teaching, learning and assessment?

Are you asking the right questions?

Due to popular demand, we are delighted to welcome back Mark Wilson to guide school leaders and governor through evaluating evidence, accountability, and quality assurance.

We would encourage school leaders to attend with a governor.

The focus will be on:

- Evaluating classroom evidence, linking this to your current assessment information, and comparing to external sources of assessment data such as your school's Inspection Dashboard.
- The implications of driving school improvement at all levels of leadership, including governance
- What evidence base is your school building to justify to governors, for example, the accuracy of your school's self-evaluation?
- How to make the most of the inspection dashboard, triangulating learning, planning, data and daily practice.

#19

KYRA
Journal

Spring Subject Leader Forum

This specialist forum identifies priorities and national changes in the aspects of teaching, learning and assessment of the key subject. The forum is led by a specialist SLE with knowledge of the assessment procedures and experience of improving outcomes in schools. This group will work together to generate a subject newsletter to share with Kyra schools.

Pupil Premium (Members Only)

Monday 26th March 3pm – 5pm – Lincoln Carlton Academy

Maths (Members Only)

Tuesday 17th April 3pm – 5pm – Lincoln Carlton Academy

For further information and other upcoming training, meetings and events, please visit: <https://event.bookitbee.com/kyra-teaching-school-alliance>



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