

Consultation questions

Question 1 – What are your views on whether there is a prevalence in the use of supply teachers on a planned and unplanned basis?

Only occasionally am I asked to supply on an unplanned basis, most of the work I get is prearranged. 90% of the days I work are to cover the class teacher's PPA time or courses.

If you believe that this results in problems (for example, for schools, pupils or teachers), how do you think they could be resolved?

How significant is this issue? (Please select one option)

1 - This is a key, urgent problem.

2 - This is a problem that needs to be addressed.

3 - This is a minor problem

Question 2 – What are your views on the circumstances in which supply teachers are used for example, the types of classes they cover; the types of learning activities which take place under the supervision of supply teachers; whether they are qualified to teach relevant subjects?

I have always been sought to provide a class teacher role, irrelevant of age or key stage and have always felt capable.

There is a tendency to be treated like a second rate teacher. Its assumed I wont know the subject or do things their way. For example I was recently asked to cover a Yr3/4 class so that their teacher could cover the Yr5/6 class who were in the middle of some Shakespeare work, by break time the Yr5/6 teacher was at a loss as she hadn't ever read the story they were working on, and was particularly annoyed when I pointed out I had done the story and play with my own Yr 5 class.

Equally the work that IS left for me isn't ever pre-organised or a clear explanation given, like when I had a note form the teacher saying 'do animation', I think what was expected was that in a 1 hr session I would show the Yr1/2s what animation was, how to do it, get them to produce a piece of work and 'find' the ipads.

I always realise how heavily I rely on the LSAs in the class, their knowledge of the children, where they are up to with certain work, where equipment is kept, and find it almost impossible when I'm left without any LSAs.

If you believe there are problems in this area, how do you think they could be resolved?

I feel it is essential that every class provide the supply teacher with a timetable, highlighting the learning outcomes for each lesson.
In my old school we provided a pack that also included a break down of

LSAs and who they were there to aid, certain children the supply teacher ought to be aware of and what their issues were.

How significant is this issue? (Please select one option)

1 - This is a key, urgent problem.

2 - This is a problem that needs to be addressed.

2

3 - This is a minor problem

4 - Not a problem.

Question 3 – What are your views on the impact of the use of supply teachers on the outcomes for pupils (including any impact on pupil behaviour)?

Firstly, I have yet to be provided with any targets or reference to where a single child lies within an expected outcome. I find this the single most important job of a teacher- pushing a child to achieve the next goal.

In the schools where I have supplied I have been completely unaware of what I ought to expect from the children or the outcome/ level within which they are working.

Secondly, as far as behaviour goes, I maintain a strict intolerance until I know the children better, so the behaviour I'm presented with varies depending on the school. If the children know there is a clear structure, or consequences they tend to behave as normal, its when the scaffolding is weak or I am unaware of what their teacher uses as rewards and consequences that I have problems.

If you believe there are problems in this area, how do you think they could be resolved?

Teachers should have the targets the child is working towards in their books, on the desk, on the wall ect
Within the supply teachers pack should be a brief rundown on their behaviour policy- e.g. 3 warnings and down to the headteacher or don't disrupt the head teacher! I don' t know when to reward with golden time or remove 5 minutes of playtime.

How significant is this issue? (Please select one option)

1 - This is a key, urgent problem.

2 - This is a problem that needs to be addressed.

2

3 - This is a minor problem

4 - Not a problem.

Question 4 – What are your views on the Continuous Professional Development of supply teachers and the potential impact of the National Professional Learning Model?

CPD is really important to me, I want to keep abreast of new initiatives and my skills as up to date as possible. So I trawl the web looking for courses. I have begged my main school to let me know of useful training or in-house training I can attend and pay my way into. The NUT have been brilliant at providing courses. I've been disappointed with the attitude of the LEA- they seem to forget I work for them.

Most supply teachers I meet are keen to keep developing their skills, but this demand isn't being met unless you know the right place to look.

If you believe there are problems in this area, how do you think they could be resolved?

Maybe a list of courses from the LEA could be provided to supply teachers- I don't mind paying to get on them.

How significant is this issue? (Please select one option)

1 - This is a key, urgent problem.

2 - This is a problem that needs to be addressed.

3 - This is a minor problem

4 - Not a problem.

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Question 5 – What are your views on performance management arrangements for supply teachers?

I wasn't aware there were any arrangements.

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If you think there are problems in this area, how do you think they could be resolved?

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How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

Question 6 – Do you consider that local authorities and regional consortia have sufficient oversight of the use of supply teachers?

I'm unsure about the extent of this. Up until now I've been on the LEA supply list and known personally to the schools within which I work. Only recently have I heard of agencies being used to find supply teachers- of which I am totally against- I am assuming that schools often have to trawl through the supply list when a regular can't

make it, which is time consuming and annoying as it isn't up to date. I suppose in this respect if the LEA kept more up dated records of available supply, agencies would not be required.

If you believe there are problems in this area, how do you think they could be resolved?

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How significant is this issue? (Please select one option)

1 - This is a key, urgent problem.

2 - This is a problem that needs to be addressed.

3 - This is a minor problem

4 - Not a problem.

3

Question 7 – Are you aware of any local and regional variation in the use of supply teachers and if so, are there any reasons for this?

Yes I have heard of supply teachers being used for one to one work, and reading with children. I suppose it depends on funding, and that LSAs need replacing when they are off.

If you believe there are problems in this area, how do you think they could be resolved?

How significant is this issue? (Please select one option)

1 – This is a key, urgent problem.

2 – This is a problem that needs to be addressed.

3 – This is a minor problem

4 - *Not a problem.*

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Question 8 – Do you have any views on supply agencies and their quality assurance arrangements?

I don't know about their quality assurance, but I have a huge problem with the use of supply agencies. I think its important for supply teachers to approach the schools and form a relationship, plus that agencies take a cut of a supply teachers wage. I don't believe the supply rate has increased in the last 10yrs and now agencies are making that amount even less.

If you believe there are problems in this area, how do you think they could be resolved?

LEAs need to act as the liaison if individual supply teachers cant just contact schools themselves– I do not see the need for agencies.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	1
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	
Question 9 – Are you aware of any specific issues relating to Welsh medium education? If so, what are they?	
<p>Although I am not aware of any, I have never been asked to supply for a welsh medium school, perhaps that in itself is telling.</p>	
<p>If you believe there are problems in this area, how do you think they could be resolved?</p>	

How significant is this issue? (Please select one option)	
<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	4
Question 10 – If you had to make one recommendation to the Welsh Government from all the points you have made, what would that recommendation be?	
<ul style="list-style-type: none">▪ Ban the use of agencies	
Question 11 – Do you have any other comments or issues you wish to raise that have not been covered by the specific questions?	

