



National CPD Team

CPD for Supply Teachers Advice and guidance

June 2006

This paper considers five issues:

- Outline the difficulties faced by supply teachers in accessing CPD
- Propose some principles that could underlie solutions to these difficulties
- Attach a paper developed by colleagues in Angus Council showing how these principles may work in practice
- Suggest actions which could be undertaken by authorities, schools and
- Individual supply teachers to enable supply teachers to access CPD

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Introduction

The aim of the National CPD Team is to lead and support the development of world-class CPD in Scotland. This paper is the seventh in a series of occasional publications which aim to enrich ongoing discussion, clarify concerns, identify possible solutions and suggest future actions.

Others in the series are:

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| Occasional paper 1: The Contribution of Chartered Teachers | August 2005 |
| Occasional paper 2: Headteacher Appointment Procedures | August 2005 |
| Occasional paper 3: CPD Team Visits to Local Authorities | October 2005 |
| Occasional paper 4: Fleshing Out the Standards | December 2005 |
| Occasional paper 5: Professional Review and Development | January 2006 |
| Occasional Paper 6: CPD for Curriculum Managers | January 2006 |

This Occasional Paper is based on information from a number of sources – from interviews with supply teachers working in authorities right across Scotland, from the work currently being undertaken in respect of professional review and development in Angus Council, and from visits to schools and authorities by members of the National CPD team. In particular, the insights and experiences of the supply teachers and the work of colleagues in Angus Council have been essential to this Paper, and the National CPD team would wish to acknowledge, and to thank, all who were willing to contribute their time, thoughts and work to this paper.

Current situation

(a) Supply Teachers

For the purpose of this paper we suggest that supply teachers fall into four broad groupings, categorised by the kinds of contract they have; in turn, these different contracts often have implications for the nature of the work supply teachers do, and of the professional development they feel they need.

1. Permanent contracts

A number of authorities have employed a group of supply teachers, both primary and secondary, on permanent contracts. Often this is seen as more successful in relation to primary schools, where a teaching qualification is generic. However, regarding secondary schools, most authorities do not find it possible to employ enough supply teachers to provide specialist cover in each secondary subject area. Therefore secondary supply teachers in this group may not provide cover only in their own subject areas; rather they are often used wherever they are required in the secondary school. Similarly, primary teachers would expect to be used wherever they are required in the primary school, whatever the stage.

2. Medium to long-term contracts in a single school

Teachers in this situation normally expect that they have been chosen to provide cover for a specific teacher who is expected to be absent from work for a considerable length of time. In the situation of the secondary school, both the school and the authority will take considerable trouble to find an appropriate subject specialist. A supply teacher in this situation, therefore, would normally expect to be teaching his or her own specialist subject. While no doubt it would be useful to have a supply teacher who has experience teaching the stage of the class of the absent teacher in the primary school, this is not usually seen as a priority in the same way as subject specialist cover is in secondary.

3. Frequent short term contracts in a variety of schools

Teachers in this position are expected to be very flexible. They may be offered placements in different schools and in different authorities almost on a daily basis, and may therefore work in several different schools in the course of a single week; teachers in this position in primary schools may find themselves teaching different stages on successive days, while their secondary counterparts will have a similar experience in relation to the different subject areas in secondary schools.

4. Short-term contracts in a single school

A number of different considerations may lead a supply teacher to specify that he or she will teach in only one particular school. It may be that the location of the school is such that it is the only one that the teacher can easily reach; it may relate to issues of disability and access, or other circumstances relating to the individual supply teacher. There is a group of teachers, however, who feel a strong sense of loyalty to a particular school and who are motivated by a desire to support this school and its staff. Teachers who have retired often fall into this category.

Access to Professional Development Opportunities

The different supply teacher contracts also appear to have major implications in terms of the access to professional development opportunities that supply teachers enjoy.

1. Permanent contracts

Supply teachers who have permanent contracts are usually treated in exactly the same way as teachers working in schools: they are fully involved in the process of professional development and review. They undertake self-evaluation and an analysis of their own professional needs, and they discuss these with a line manager in the course of a formal, annual interview in which it will be agreed how these needs will be met, what activities will be undertaken and what resources will be allocated to support this. In addition it is expected that the teacher will seek out and undertake the agreed activities, and discuss these at a subsequent review meeting. Such teachers generally have excellent access to information about CPD activities, and will be exposed to the very wide range of collegiate activities and opportunities, other than courses, that are promoted in authorities and schools as supporting professional development.

2. Medium to long-term contracts in a single school

Supply teachers providing cover for colleagues who are absent on a medium to long-term basis may also be treated by the school in very much the same way as colleagues with permanent contracts. In this situation, the school may take the view that it has the resources to support the post in respect of the professional development which the post holder requires, whether the post holder happens to have a permanent, or a long term temporary contract. In either case, the school can see the benefit to its pupils and their learning of investing in the post holder in terms of his or her professional development. Supply teachers in this position can therefore find themselves participating fully in the PRD process, with means to line management support, and access to information, opportunities and resources. Such good practice is growing among schools, and is to be encouraged. Even where this is the case though, the difficulties that schools experience in releasing teachers to undertake courses, or other professional development activities within the school day, are likely to be even more challenging for supply teachers.

3. Frequent short term contracts in a variety of schools

Supply teachers, whose experience is of this kind of contract, have major difficulties in relation to continuing professional development. First, they are not in any school long enough to benefit consistently from the constant flow of information that normally comes through schools to teachers, including information about courses and other opportunities for professional development. Second, it may well be the case that their understanding of the very wide range of activities that could be undertaken for their own professional development is less well developed than that of their full-time colleagues. If this is so, then it is likely that opportunities and activities that could be undertaken will not be recognised, and therefore missed. Third, where they attend courses held during the day, they are unavailable for work - potentially a major financial disadvantage, even where the authority makes places on courses available to supply teachers without charge, as many do. Fourth, it is increasingly widely accepted that workplace based collegiate activities taking place over a period of time are a major source of professional development for teachers; consistency of workplace and the opportunity to develop collegiate relationships over an extended period of time are precisely the conditions that such supply teachers do not have. In this situation schools also find it difficult to see how they can invest in, and benefit from, the professional development of such teachers; understandably, they invest

their valuable resources of time and money where they believe it will be of most benefit to pupil learning. It further follows from this that such supply teachers are usually not expected to attend, and do not normally participate in, school INSET days or collegiate time activities.

4. Short-term contracts in a single school

Where supply teachers specify that they will work only in a given school, it is often because they have a particular loyalty to the school in question. This can arise from the fact that they worked in that school, or because they have a very good relationship with one or more members of staff. Teachers in this group - those who have retired, or who have worked in the school for some time - may have very good information on what CPD opportunities are available, and how they can be accessed. Their attitudes towards CPD, however, may vary widely. While many consider it important to maintain an appropriate commitment to CPD, some may question whether or not they would continue to do supply work if they were required to undertake a significant amount of CPD, or even any at all.

Perceived Needs of Supply Teachers

As has been noted above, the nature of the supply contract that a teacher has, will have an important bearing on the kind of work that the teacher will be required to do. This, in its turn, shapes the professional development needs of the teacher. The perceived needs of supply teachers will therefore be considered here in accordance with the nature of their supply contract and the kind of work that they do.

1. Permanent contracts

As has been noted above supply teachers with permanent contracts may be used very flexibly in relation to the subjects in secondary schools, and the stages in primary schools, in which they teach. They may well also be actively seeking full-time permanent employment in a school. This gives rise to two kinds of professional needs - those immediate needs which support the supply teacher in his or her present situation, and those longer term needs which support his or her career aspirations in relation to becoming part of the full-time permanent staff of a school.

While a teacher in this position would acknowledge the importance of keeping up to date with curricular and assessment issues and practice, his or her immediate needs would tend to relate to other things:

- Pupil behaviour management
- Additional support needs in relation to specific classes
- ICT skills
- Awareness of relevant current authority initiatives
- Awareness of relevant current national initiatives
- School induction information
- Networking with other permanent supply teachers

Where supply teachers wish to progress to a full-time permanent post in a school, other longer-term considerations are important in relation to their CPD:

- Updating on curricular content and resources
- Updating on assessment practices
- Involvement in workplace based activities e.g. working parties, classroom observation
- Pupil guidance and support
- Personal and social development of pupils
- Working with parents
- Coach or mentor support

2. Medium to long-term contracts in a single school

The entitlement of supply teachers generally to benefit from CPD is unclear; indeed in some contexts there appears to be an implicit statement or view that supply teachers are not expected to engage in CPD. This arises by default - supply teachers even on long-term contracts are often not expected to attend INSET days, and are not normally paid to do so, although this can on occasion happen by

agreement between the school and an individual teacher. Often there is nobody at school or authority level who has a formal responsibility to conduct PRD interviews with supply teachers, although again good practice exists in some schools and authorities where such interviews do take place. Supply teachers in long term contracts, however, tend to be very conscious of the importance of CPD, particularly in relation to their classroom practice. The areas of need that they regard as important (not in order of priority, which can vary according to the individual teacher and school) are:

- Updating on curricular content and resources
- Updating on assessment practices
- Involvement in workplace based activities e.g. working parties, classroom observation
- Pupil guidance and support
- Personal and social development of pupils
- Additional Support Needs in relation to individual pupils in classes taught
- School induction information
- Current relevant authority initiatives
- ICT skills
- Working with parents

3. Frequent short term contracts in a variety of schools

As has been noted above, teachers working on this basis have particular difficulties in relation to accessing and undertaking CPD. They are also aware that they have particular CPD needs:

- Participation in the PRD process, including self-evaluation and interview
- Access to reliable and consistent information about CPD opportunities
- Awareness of current relevant authority initiatives
- Pupil behaviour management
- ICT skills development
- Opportunities for regular contact with experienced colleague in school
- Link to a 'base' school
- Opportunities to network with other supply teachers
- School induction information
- Additional support needs information in relation to specific classes
- Updating specialist subject knowledge/ skills

4. Short term contracts in a single school

While a large number of circumstances may give rise to the situation where a supply teacher specifies that he or she will work only in a single named school, many do so because they have worked in the school - may perhaps have retired from that school - and have therefore developed a strong sense of loyalty to the school, its staff and its pupils. Within this group, as has already been noted, attitudes to CPD can vary widely. When CPD is seen as being desirable, the focus tends to be on a relatively small number of areas:

- Updating on curricular content and resources
- ICT skills
- Current relevant authority initiatives
- Additional support needs information in relation to specific classes

It is worth noting at this point that there are groups of supply teachers who have particular needs in addition to those generated by the kinds of contract that they have as given below:

Probationer Teachers not in induction programme

- need identified contact person to support access to CPD
- need identified contact person to endorse record of CPD in Probationer Profile submitted to GTC
- need identified contact person to carry out required classroom observations and report on this
- need identified person(s) to provide advice and support in relation to CPD needs e.g. Principal Teacher, CPD Coordinator, EIS Learning Rep
- need association as far as possible with the programmes run at school and authority levels

Probationer teachers may also need support in career development:

- application forms
- interview skills

Teachers coming to Scotland from other education systems:

- need induction to the Scottish education system as a whole
 - need introduction to national priorities, initiatives and accepted practice
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Some Principles to Consider

It has been stated in this Occasional Paper that the expectations and entitlements of supply teachers in respect of their CPD, are not always clear. What is clear is that many, perhaps most, supply teachers themselves see CPD as being relevant and important in ensuring that their practice, skills and knowledge are kept up-to-date, and sufficient for the work that they do; schools and authorities similarly regard it as very important that this should be so. It is therefore important that the situation of supply teachers in relation to their own CPD should be clarified; this section suggests some principles that might be followed in doing so.

- Supply teachers have the same entitlement to participate in the process of professional review and development as teachers who have permanent contracts

This participation should include preparatory training, self-evaluation, needs identification and professional discussion.

- Supply teachers have the same entitlement, and requirement, to engage in continuing professional development as teachers who have a permanent contract

It is in the interests of all (not least supply teachers themselves), that teachers taking classes whether on a long or short-term basis are up to date in terms of their skills and knowledge. The amount of time they spend on this should be worked out on a pro-rata basis, dependant on the amount of time worked in the academic year.

- Supply teachers are entitled to a resource allocation to support their CPD.

The resource allocation need not necessarily be funding - teachers have much to gain and learn from one another. This applies equally whether a teacher has a permanent or temporary contract. The main resource allocation will often be the skill, time and expertise of colleagues.

- It is for supply teachers to take ownership of their own professional development, and to identify and realise opportunities to meet their needs as identified through the PRD process.

This expectation applies to teachers who have permanent contracts and, arguably, should apply equally to teachers undertaking supply work in schools. If the other principles outlined above were applied in practice, supply teachers would be much better placed to meet this expectation in their own right.

It is worth noting here that supply teachers see many potentially valuable CPD activities as being impossible for them to engage in – participation in working groups, for example. This is because they feel uncertain that that they will stay in the school long enough to fulfil the commitments of membership of such groups. However, the idea is developing that a supply teacher should be able to join such groups as observer/contributor, on the basis that s/he will both gain much in terms of CPD, and contribute much from experience – s/he may come with valuable insights gained from other establishments – even if unable to remain for the full working life of the group.

- It is for colleagues, schools and authorities to respond as positively as possible to supply teachers seeking opportunities for professional development

Many authorities already have made provision for supply teachers not actually employed by them at a given point in time, to join courses which they run, if places are available. Generally this is on the basis that such teachers are neither paid, nor charged, for attendance. This strategy requires a good flow of information from the authority to supply teachers. However, there are real practical difficulties in achieving this, and it may in addition be much more important for supply teachers to gain access to schools and work-place based learning.

It is worth noting here that another emerging idea is that of the 'base' school – a school which a supply teacher would choose as a place within which he or she could access both information about CPD opportunities, and workplace-based CPD opportunities themselves. Many activities which happen in a school for their own reasons have considerable CPD potential for supply teachers, at no cost to either school or authority – staff meetings, department meetings, collegiate time CPD events are some examples; access to classroom observation, ICT hardware and software, and information about CPD would also be of considerable value.

- Authorities collaborate to share this responsibility.

If CPD is indeed an entitlement, then it should be accessible to all supply teachers, regardless of the authority for which they work. Creating the circumstances in which supply teachers can access good quality CPD is, surely, good practice, and all authorities should aspire to achieve that. If the cost and workload required to do this is to be bearable, then authorities should share this burden, and no one authority should be in a position where it is able to benefit from the professional development of supply teachers, without itself making a fair contribution to this.

- Authorities expect supply teachers to participate in the process of professional review and development, and to undertake continuous professional development.

The word 'expect' is a strong statement of the value that authorities place on supply teachers and the skills, knowledge and experience that they can bring to the schools they serve. However, it falls short of the level of demand which is explicit in the word 'require'. This leaves a degree of freedom and discretion in the hands of supply teachers - and there are some, as has been noted, who regard CPD as having little importance or relevance to their situation, who nevertheless provide a service to the schools in which they work which is both appreciated and valued. It also leaves a degree of discretion and freedom in the hands of schools and authorities, in a situation where supply cover is often very difficult to find.

It is again worth noting in passing that, while the PRD process for supply teachers may be undertaken through authority based staff, the 'base school' idea creates the additional possibility that a supply teacher could undertake this process here.

Principles into Practice

This section of this Occasional Paper is given over to the work that one Council –Angus Council – has done in bringing the process of Professional Review and Development, including access to the full range of CPD activities, to all supply teachers regardless of the nature of their contract and the supply work that they do.

The National CPD Team is grateful to our colleagues in Angus Council for their willingness to share their thinking and practice so completely and openly with all of us through the medium of this occasional paper.

ANGUS COUNCIL EDUCATION DEPARTMENT
Draft procedures for supply teachers' CPDA

Stage one – registration

Supply teachers will be invited to indicate their willingness to access CPD. Those who do so will be registered as a group on CPD On-line. As new supply teachers register for work with Angus Council, they will be invited to participate in CPD and added to the group accordingly. Staffing will liaise with the CPD Developmental Officer regarding supply teachers who should be removed from this group because they leave the Council's service, retire or take up a permanent post.

Stage 2 – issue of information

The supply teachers will be contacted by telephone. Thereafter, they will receive;

- telephone and email contact details for their mentor (currently AA or BB)
- background information on this initiative. This will include reference to our joint commitment – as an employer, to supporting all staff in their professional development – as an employer, to providing support for any school in Angus as required (due account being taken of distance or personal circumstances)
- self-evaluation/PRD materials with guidance on how to complete these
- list of possible CPD activities
- application forms for the whole range of CPD activities

At a later stage, they will be offered

- written instructions on how to access CPD on-line
- guidance on the maintenance of CPD records

Stage 3 – Involvement of the CPD Coordinator/mentor

A supply teacher, who is not currently in school, will be advised to discuss CPD with a member of central support staff (named above) in the first instance. A supply teacher who is in school would approach the Headteacher/CPD coordinator (or a colleague as appropriate). In either case the role of the mentor would be to support and assist in the following ways:

- read and respond to a self-evaluation
- assist in meeting an agreed development need e.g. arrange a shadowing programme, advise on personal study or on the appropriateness of a course
- allow access to Angus CPD On-line (and guide the teacher through this if needed)
- advise on how to evaluate an activity on-line
- advise on the creation of a CPD portfolio (both electronic and paper-based)
- code and sign a timesheet if the teacher qualifies for payment (details below).

When a supply teacher registers on-line for a course or for travelling expenses, s/he will also be expected to email the CPD Development Officer to indicate with whom this has been agreed.

Authorisation of the CPD activity will be the responsibility of the CPD Development Officer. A budget (with a specific code) will be set up to pay for CPD activities, travelling expenses and, in some instance, salary for the part of the day during which the CPD activity has been undertaken.

Wider issues

Equity with permanent staff and possible payment for certain CPD activities.

A school year for permanent teachers is 190 days + 5 INSET days. Supply teachers can normally only work 190 days maximum. Permanent teachers are paid 1/261 of their salary per day and have 66 days of paid holiday. Supply teachers are paid the same, but 0.3385 is deducted for each day worked and paid at a later stage (each term, in the case of Angus Council employees) as holiday pay.

In these proposals, if supply teachers were also paid for 4 closure days of CPD (because they had worked all 190 days) they would receive $194 \times .3385 = 65.67$ of their salary as holiday pays over the whole session. This would therefore be slightly less than the permanent teacher, who has 66 days of paid holiday.

Criteria for payment

CPD for Supply Teachers

Permanent staffs attend five closure days in the course of a school session (190 school days). It is proposed that, if particular criteria are met, supply staff may claim payment for a CPD activity. The criteria are as follows:

1. Identification of the CPD activity must be based on self-evaluation
2. The activity must be agreed with a CPD mentor
3. The activity in question can only take place during the working day
4. The Supply teacher must have worked 40 days prior to the date of the CPD activity in order to be paid for a full day or 20 days to qualify for a half-day's salary.

The supply teacher would have to a) produce evidence in the form of photocopied timesheets and b) contact the CPD Development Officer to indicate their intention to claim salary. Authorisation will depend on there being a budget remaining. If all four criteria are met, the CPDC will authorise payment following participation in an agreed CPD activity. The entry on a timesheet should be coded X XX XX XXXXXX with a narrative indicating "CPD activity" and signed as usual.

The particular benefits to the supply teacher of the possibility of payment CPD undertaken would be:

- to encourage a commitment to Angus Council
- to encourage participation in school-based CPD, e.g. shadowing pupils or colleagues, accessing the programme of activities on closure days.

Relatively few courses run during the working day, but should this be the agreed CPD activity, it is suggested that only ED's courses (not those run by external providers) be considered at this stage.

Attendance at a twilight or Saturday course would not be salaried, but would be counted towards the 35 hours of CPD out with the working day and should be included in the CPD portfolio. The cost of an approved twilight/Saturday course and travel would be met centrally.

If a supply teacher met only the first two criteria above, and had spent insufficient time in schools to qualify for payment, the CPD activity could still be undertaken and in-school activities supported.

Types of CPD activity

The particular needs of supply teachers, as a group, will be discussed within the Educational Development Service and at CPD Coordinators' forum. It is anticipated that new courses may be developed, e.g. Behaviour Management from the perspective of supply staff.

Implementation of these procedures will be kept under review by AA and BB.

(Angus Council paper ends)

Current Provision within Authorities

Authorities vary considerably in relation to the amount of support they provide to supply teachers in respect both of CPD and PRD. While some have no specific provision for supply teachers, expecting that the PRD process and its outcomes in terms of CPD activities will be resourced from within the school, others do provide CPD for supply staff. The list of activities below is illustrative of the kinds of things that are done across authorities, some doing more and some less - but with no single authority having all of them in its repertoire of practice.

Supply teachers with permanent contracts may have:

- Base school identified for each teacher
- PRD interview held within school or with authority line manager
- Resources allocated from centrally held budget
- Courses run specifically for permanent supply teachers

CPD for Supply Teachers

- Access to workplace based CPD activities e.g. working parties, peer observation etc
- Access to school organised CPD activities - INSET days, collegiate time activities
- Access to school and authority based resources - ICT, staff library, peer support etc
- Networks specifically for permanent supply teachers
- A variety of access points for information about CPD e.g. on line database, within school, directly by post or e-mail

Supply teachers with temporary contracts may have:

- Twilight courses specifically for supply teachers
- Daytime courses in holiday periods specifically for supply teachers_
- PRD interview within school (longer term contracts)
- CPD opportunities accessed through school (longer term contracts)
- Resources allocated from school budget (longer term contracts)
- Access to workplace-based CPD activities e.g. working parties, peer observation etc (longer term contracts)
- Access to school organised CPD activities e.g. INSET days, collegiate time activities (longer term contracts)
- Access to school-based resources - ICT, staff library, peer support etc (longer term contracts)
- Access points for information about CPD within school
- Online access to Authority CPD database, chat room, authority and national documents
- Access to authority run courses on a 'no charge - no pay' basis even if not currently employed

Suggested Areas for Action

Authority

- Clarify expectations of supply teachers in relation to involvement in CPD - e.g. pro rata 35 hours against total time worked in session
- Offer all supply teachers PRD interview
- Offer all supply teachers contact with an identified base school
- Offer all supply teachers contact with an identified experienced colleague or Department in school
- Offer all supply teachers opportunity to be involved in base school INSET days where appropriate
- Offer all supply teachers opportunity to be involved in workplace based CPD activities
- Establish courses and events specifically to meet supply teachers' priorities and concerns at times when supply work is not available e.g. INSET days
- Offer networking opportunities for supply teachers
- Offer all supply teachers opportunity to be involved in authority run courses and events at no charge if not currently employed
- Consolidate current good practice with regard to supply teachers who have permanent contracts
- Consolidate current good practice with regard to supply teachers on long-term temporary contracts receiving PRD/ CPD through school
- Clarify conditions under which supply teachers may or may not be paid for involvement in CPD
- Clarify conditions under which supply teachers may receive travelling expenses for involvement in CPD
- Ensure that all supply teachers have appropriate access to up-to-date information on CPD opportunities
- Establish portfolio of recommended reading for supply teachers including current authority and national initiatives
- Promote view of CPD as extending far beyond attendance at courses amongst supply teachers
- Establish centrally held budget for supply teachers as appropriate

School

- Be prepared to act as a base school for identified supply teacher(s)
- Involve supply teachers in INSET day and collegiate time activities where this is sought, and where possible
- Involve supply teachers in working parties and other groups on an 'observer/contributor' basis
- Encourage experienced teachers/ departments to involve supply teachers seeking CPD as far as possible
- Give supply teachers access to school-based CPD resources e.g. staff library, ICT
- Take responsibility for PRD for supply teachers on long-term temporary contracts, including resourcing their agreed CPD requirements
- Provide induction information to the school for supply teachers
- Ensure supply teachers have appropriate access to school-based information about CPD opportunities within the school and Authority
- Identify collegiate support for supply teachers within the school
- Ensure supply teachers have appropriate information as regards additional support needs in relation to classes to be taught

Supply teachers

- Engage with PRD process and seek PRD interview at school or authority level as appropriate
- Engage in process of self-evaluation and professional needs evaluation
- Take ownership of own professional development and seek out appropriate CPD activities, including networking with other supply teachers
- Be aware of, and benefit from, the very wide range of activities that provide opportunities for professional development
- Keep an appropriate record of CPD undertaken

Appendix 1: Summary

| C = Core PS = Possible support | Permanent contracts | Medium – long term contracts | Short term contracts – one school | Short term contracts – range of schools |
|--|----------------------------|---|--|--|
| Provision | | | | |
| Clarity of expectation of supply teachers in relation to CPD/PRD | c | c | c | c |
| Participation in PRD process | c | c | c | c |
| Access to information about CPD opportunities | c | c | c | c |
| School induction information | c | c | c | c |
| Networking with other supply teachers | c | c | c | c |
| Authority based CPD specifically for supply staff | c | c | c | c |
| Regular contact with experienced colleague | c | c | ps | C |
| Allocation of base school | ps | c | c | c |
| Access to school based CPD activities | ps | c | ps | ps |
| Access to Authority based CPD activities | c | c | c | c |
| Content of courses for supply teachers | | | | |
| Involvement in work-based activities | c | c | ps | ps |
| Pupil guidance/support | ps | c | ps | ps |
| PDS | ps | c | ps | ps |
| Working with parents | ps | c | ps | ps |
| Coach/mentor support | ps | ps | ps | ps |
| Additional support needs in classes taken | c | c | c | c |
| Behaviour management | ps | ps | ps | ps |
| Additional support for learning | Ps | ps | ps | ps |
| ICT skills | c | c | ps | c |
| Local authority improvement priorities | c | c | c | c |
| Child Protection | c | c | c | c |
| School improvement priorities | ps | c | c | ps |
| National initiatives | c | c | ps | ps |
| Updating curricular knowledge | ps | ps | ps | c |
| Assessment | ps | c | ps | ps |