



One piece of advice I wish I had been given as an NQT was...

'take a couple of minutes at the beginning of a lesson to share wonderful work with the class – the visualiser is brilliant for this'

'to use a countdown to tasks so students have time to finish'

'when collecting books in to mark, ask students to leave their books open on the relevant page'

'to use empathy as a way to get students to understand why their behaviour is unacceptable'

'don't talk over your students'

'to never be afraid to ask a question – everyone in The King's is so supportive. No question is silly'

'to have sets of stationary on desks, such as scissors, glues and mini whiteboard, so that it makes transitions between lessons, tasks and resources much quicker and easier to manage.'

'to keep a 'positives' scrapbook. Put all the nice emails and cards from students, parents, other staff in there - look back at this. It really helps to refocus on the positive impact you have especially on those 'bad' days'.

'to always find time for yourself'

'to give the student a choice...' You can either put the football cards away in your drawer, or put them on my desk. It's up to you, it's your choice."

'don't be afraid to ask for help. Get to know staff outside of your subject area especially the inclusion/pastoral team as they can offer additional support.'

'keep on top of your marking – use a variety of methods'

'to always hold the door and greet students as they enter your classroom'

'to not be too hard on yourself, appreciate and accept that you are still learning and you are not expected to be an outstanding teacher in your first year'

'when asking a student to do something, use "thank you" instead of please to pre-empt them doing as asked'

'don't assume anything! Providing students with a success criteria means you have expectations'

'rule of thumb for the length of concentration on one task is child's age +2, get feedback after this time'

'keep up to date with subject knowledge. Twitter is brilliant for this.'

'to try and pre-empt behaviour you don't want, by telling the students exactly what you do want.'

'to make the time to observe other teachers in school – there's excellent practice at The King's'

'to take an interest in your students, and they may well take an interest in you'.

'to use the tactical pause to assert authority'

'to keep in regular contact with parents - an email or a call - to praise or to express that their child didn't meet the standards today – but always leave your feedback on a positive note: every child is capable of progress'

'to challenge 'I don't know' responses. Create a culture where everyone is expected to contribute to the lesson'