

news letter.

**WELCOME TO THE
SUMMER EDITION
OF THE TEACH
EAST
NEWSLETTER!**

As another busy and rewarding term draws to a close, we're delighted to bring you the latest edition of the Teach East Newsletter.

In this issue, we're celebrating the journeys, achievements and reflections of our trainee teachers and early career colleagues. You'll hear from Beth as she shares her experiences as an Early Career Teacher (ECT), discover trainee insights and reflections from across our partnership, and get to know one of our inspiring trainees in this edition's Trainee Spotlight.

Looking for some inspiration over the summer break? We've gathered a selection of recommended reads to support your professional development, alongside a collection of easy and delicious breaktime recipes to enjoy during those well-earned moments of downtime.

And, of course, no summer newsletter would be complete without a bit of fun—test your knowledge with our Summer Quiz and see how many questions you can get right!

Thank you for all your hard work, dedication and enthusiasm throughout the year. We hope you enjoy this edition and wish you a restful, enjoyable summer.

Happy reading!

The Teach East Team



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with confidence**

Learn to teach in Peterborough with Teach East and develop all the skills you need to succeed.

GRADUATION

2026 graduation special coming soon

High e
Outsta
Hands

**FEATURING:
DIRECTORS WELCOME
TRAINEE INSIGHTS
AND MORE**

Director's Welcome



Dear Teach East colleague,

Once again we reach this time of the year, just about intact!

Teaching is about many things, but ultimately it is about people, and people are both beautiful and naturally flawed; teaching is therefore both an Art and a Craft.

In 1923 A.G. Hughes used the two ideas interchangeably - 'Joy in teaching will come as a result of mastery in the art of teaching. Just as joy and beauty appear when any craftsman obtains mastery over his material'; the construction of the teacher as artist and as craftsperson highlights the essentially practical, skilled and imaginative nature of our work.

We could argue that when we refer to the 'craft' of teaching we consider it more in the instructional sense, and the art of teaching more holistically - the craft is the material and the tools, and the art is the unique and imaginative refinement of the individual's teaching practice; it is therefore entirely within the agency of the pedagogue to develop their own practice in a way that best suits both themselves and the needs of their students, free from the fettering of external authority or scrutiny.

In 1928, Valentine Davis (The Matter and Method of Modern Teaching) refers to the art and craft of the teacher: 'Therefore, to be masters of our craft, we must know the child, and know our subject, and, in the refinement of our art, we must see that we must adapt our methods to the age and capacity of the learner and the nature of the subject.'

All good teaching is fundamentally the same in nature, yet every act of good teaching is different from every other.'

See - despite the zeitgeist phrases associated with current 'frameworks' and approaches, there's no new ideas in teaching.

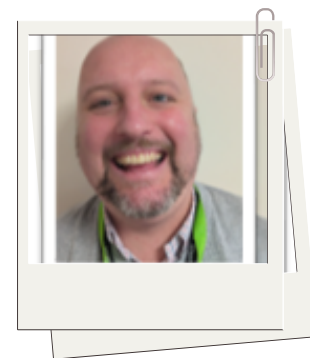
As we conclude one year and look to the next, let us never forget that teachers need to be supported to develop the dispositions of openness - to be welcoming to the possibilities of complexity and ambiguity within the profession

They need to be guided in developing their judgment as autonomous professionals; they are more than mere technicians, reliant on procedures and practices drawn from the codified knowledge presented in a set of statements; they have the right to develop ethical deliberation around those matters that constitute 'classroom life'

Today we keep it simple - as educational professionals we need numerous qualities, but the two essentials are humility and curiosity; the former allows us to be genuinely reflective and evaluate our practice honestly, and the latter allows to park the concept of judgment and instead be open to possibility. To quote Lee Shulman (him again!) from 2004, 'Theory begins in wonder'.

Everything works well on paper, but classrooms are organic - if we forget to be interested, curious or thoughtful, we forget to be educators.

Cheers to you,
Henry



**HENRY SAUNTSON
SCITT DIRECTOR**

Meet the Team



HENRY SAUNTSON
SCITT DIRECTOR



SARAH GRANVILLE
SENIOR PROGRAMME MANAGER



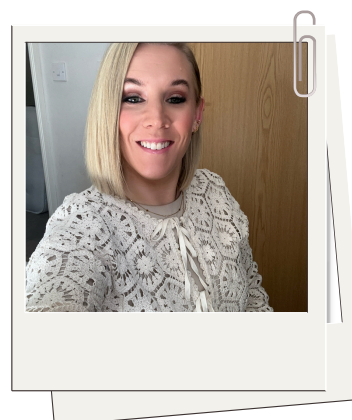
DOMINIQUE NORRIS
SENIOR PROGRAMME MANAGER



DEB WILDING
SENIOR PROGRAMME MANAGER



LISA HILLIAM
SENIOR ADMINISTRATOR



JO SMITH
ADMINISTRATOR

Insights



MICHELLE PALMER
INITIAL TEACHER TRAINEE 2025-2026
PRIMARY
MAIN PLACEMENT:
HAMPTON VALE PRIMARY ACADEMY

BEST TEACHING MOMENT SO FAR

I've had several standout moments this year. One of the most joyful was seeing our year group come together for Black History Month, where the children performed a beautiful and unique mash-up rendition of Beyoncé's Halo and Brown Skin Girl. The pride, confidence and sense of unity they showed was incredibly special to witness.

Another highlight was our year group assembly based on our Tudor topic, Don't Lose Your Head. The children showcased their learning through poetry inspired by the Battle of Bosworth, shared historical facts about Henry VIII, and even performed love letters inspired by Shakespeare's Romeo and Juliet. Seeing their enthusiasm, creativity and confidence in sharing their work made it a truly memorable experience.

I decided to train to teach because I wanted to make a positive difference in young people's lives. As a parent of teenagers, I've seen first-hand the positive impact that teachers can have on a child's confidence, aspirations, and future opportunities, which has only strengthened my motivation to pursue this career.

My route into teaching hasn't been direct. I began as a nursery nurse before moving into a teaching assistant role, and it was during this time that my passion for working in education really developed. Supporting children in the classroom and seeing their progress over time made me realise that I wanted to play a bigger role in their learning. In my role as a teaching assistant, I was fortunate to work alongside several inspiring teachers who believed in me and encouraged me to take the next step. With their support, I retook my GCSEs and went on to complete my degree. Teaching 100% feels like the right path for me and I'm so glad I finally took the plunge.

Insights



How did you feel before you began your training?

Before I began training with Teach East, I felt both excited and nervous. It was a big step for me, especially balancing family life alongside the demands of training, but I also felt ready for it. I knew it would bring its own challenges, but I was motivated and willing to give it everything I had. I also felt reassured knowing I had the support of a strong senior leadership team behind me, which gave me added confidence as I took this step.

How have you found your contrasting placement?

My contrasting placement in an inner-city Year 2 setting was incredibly valuable. Working in an area of higher deprivation gave me a deeper understanding of the challenges some pupils face, as well as the importance of creating a supportive and nurturing environment. I was able to experience first-hand the richness of diversity within the classroom, which has had a strong influence on my teaching approach.

The experience challenged me to adapt my practice, particularly in relation to behaviour and

engagement, and helped me to become more responsive, flexible, and empathetic in meeting the needs of all pupils. I also came away having built strong professional relationships and expanded my network, both of which have been invaluable to my development.

Has anything surprised you?

I think the most unexpected and meaningful part of this journey has been the friendships I've built along the way. Throughout this training, I've found three truly genuine and supportive friendships; people who have been there through every high and low, both personally and professionally. Having this support has made all the difference. Knowing I'm not going through this alone has been incredibly reassuring, and those moments of shared understanding, encouragement, and even laughter have helped carry me through the more challenging times. I genuinely feel richer for having met them, and I know these are friendships that will stay with me well beyond this training, as we continue on our teaching journeys together.

Insights



Most difficult teaching moment so far?

Even though I've worked hard for every bit of success I've had in teaching, imposter syndrome still stops me in my tracks at times. There are moments where I find myself questioning whether I'm doing enough or getting it right. I think it's something many of us experience, particularly early on in our careers. However, I'm learning to recognise that these feelings are part of the journey, and instead to focus on the progress I've made, the relationships I've built, the positive impact I'm having, and trusting that these small steps are all part of becoming the teacher that I want to be.

How have you found working with your mentor?

Working and class-sharing with my mentor, Helen, has been one of the most pivotal parts of my journey. She has been far more than just a mentor- her encouragement, belief in me, and honest guidance have played a huge role in shaping my confidence and practice. She has consistently provided thoughtful feedback, encouraged deep reflection, and supported me in refining my teaching.

Having someone so experienced both guide and challenge me has made a lasting difference, not just to my development this year, but to the teacher I am becoming. I'm elated to be working alongside her in the same year group as an ECT.

Favourite teaching strategy, teaching theory or teaching guru?

We were lucky enough to have a behaviour session led by Bob Sproson earlier in the course, and I will genuinely never forget his words of wisdom. They really shaped my approach in the classroom and helped me to build strong, respectful relationships with my pupils. It's had a lasting impact on the way I teach and connect with children. As well as securing my first teaching position, I'm also taking on some responsibility around behaviour, so I'm really looking forward to putting Bob's advice into practice.

How have you found the ITaPs?

I've found the ITaPs extremely useful in bridging the gap between theory and practice. They provide structured opportunities to focus on specific aspects of teaching, allowing me to engage more deeply with key pedagogical

Insights



approaches and understand how they translate into real classroom practice. Through these experiences, I've been able to reflect critically on my own teaching, identify areas for development, and implement targeted strategies in a purposeful and meaningful way.

Another significant benefit of ITaPs is the opportunity to observe teaching practice in a variety of school settings across Peterborough. These experiences have broadened my perspective, exposing me to different teaching styles, classroom environments, and approaches to meeting pupils' needs. Observing other professionals has allowed me to gather practical ideas and consider how best to adapt them to my own context, further strengthening my development.

How do you find your subject training?

While I already had a strong foundation in subject knowledge, the weekly training has supported me in developing how I use this in practice. It has introduced practical strategies and helped me to better understand progression across year groups.

What do you do to unwind after a busy teaching day/ week/ term?

To unwind, I love spending quality time with friends and family—whether that's eating out, a Costa or Starbucks date or visiting the cinema. I'm also partial to a bit of retail therapy, a good series to binge watch, and getting to the gym when I can. I really enjoy reading and baking and find these are great ways to switch off from school life. With two teenagers at home, life is always busy, but staying organised and making time for the little things has really helped me reset and stay balanced this year.

Based on your own experience, what are your top tips for anyone embarking on teacher training?

- Stay organised- it makes a huge difference when balancing responsibilities.
- Be reflective and open to feedback- it's key to development
- Don't be afraid to ask for help- teaching is a team effort
- Look after yourself- this has to be a priority
- Embrace every experience, even the challenging ones- they often teach you the best lessons!

Spotlight



SPOTLIGHT ON: BETH SWALLOW
ECT 1 SCIENCE
HAMPTON COLLEGE
YEAR OF TRAINING: 2024-2025
APPRENTICESHIP, SECONDARY
KS3 SCIENCE, GCSE BIOLOGY

BIGGEST ACHIEVEMENT THIS YEAR?

I was able to remove the pop-up labels for the heart and the cell when I taught it this year. Last year, I made sure that I had them there as a backup, but this year I was confident enough to remove them, that was a nice little win!

W

hat are the expectations of the ECT year (teaching commitment, number of observations etc)?

Honestly, I have found ECT Year 1 a little easier than the training year. I have stayed in my main placement as they hired me as a trainee, which does mean I was already settled and comfortable with the school before starting in September. Since I was here last year, I already had a decent set of lessons, I just needed to improve some of them a little. As a department everybody is more than happy to share their resources. There has been a rise in teaching hours but that was to be expected. The main difference is I've had to complete the ECT training on Brightspace this year rather than filling in the One Note Reflections and uploads.

How have you developed as a teacher since ITT year?

I definitely feel like I have improved as a teacher since my ITT year, as I said above, I have stayed at my main placement, so I am very familiar with the behavioural system which has definitely helped, I haven't had to learn a whole new system. Additionally, I already knew some of the students. Both of these factors meant I could build on my skills rather than attempt to develop new ones.

What is your career teaching dream?

My long-term goal is to work in Higher Education, supporting the training and development of future teachers. I'm also keen to learn more about the Department for Education and the wider educational landscape, with the aspiration to contribute to educational policy and teacher development.



Spotlight



Have you faced any challenges this year?

I am finding that many students are not very independent learners. Some students want help immediately rather than attempting the solution themselves or won't attempt it at all if they think they are going to get it wrong. If I had a penny for the number of times I have said "mistakes are the best way to learn" this year, then I'd have a very full piggy bank.

How have you been supported this year?

My mentor has been brilliant, she took me on at the end of my ITT year as my previous mentor was leaving on maternity leave, and she has stayed with me through this year too. She is an experienced teacher, who has really helped me develop, she often helps with small suggestions on my lessons or little tweaks to help me improve. She has really good exam knowledge too so has helped me develop my teaching of answering exam questions.

Best teaching moment this year?

One student earlier this year had real trouble distinguishing between continuous and discontinuous variation. Towards the end of that lesson, we did a small task identifying some variations that fit into the categories. And after explaining and re-explaining, and re-wording and explaining again, this student finally nailed every single one of those variations, he successfully sorted them into the correct categories. It was such a good feeling, knowing that my lesson had clicked with him.

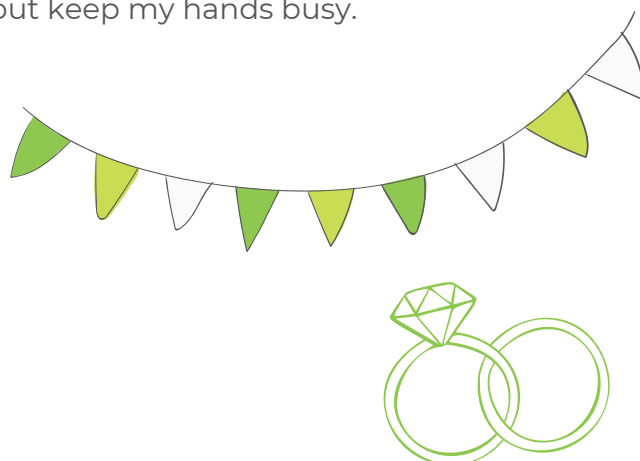
Even the rest of the class noticed, and they were all visibly proud of him too.

Based on your own experience, what are your top tips for anyone embarking on teacher training?

One major tip is related to emails; you will be inundated with emails as a teacher. I highly suggest answering important emails e.g. EHCP reviews ASAP; get them out the way and done before you lose them to the inbox monster. Additionally, whilst writing emails, don't put in the recipient until you are finished, this stops you from accidentally sending an email while it's still a draft/ unfinished. Don't be afraid to get someone to read your emails for you before you send, particularly when communicating with a parent.

What do you do to unwind after a busy teaching day/ week/ term??

I've been teaching myself to crochet and now with a wedding to plan and decorate, I have been crocheting some bunting for my wedding. Still loads to do but it is a brilliant way to unwind, turn my brain off for a bit but keep my hands busy.





Reflections



SOPHIE LAWRENCE MY PGCE JOURNEY TUITION FEE ROUTE SECONDARY SCIENCE & PSYCHOLOGY

For our PGCE, we were tasked with completing an enquiry into an area in teaching relevant to our subject, in order to immerse ourselves more deeply in an area of pedagogical interest.

I chose to do mine on strategies to support EAL learners, and how AI can be incorporated to increase effectiveness and to reduce teacher workload.

The context: The focus was on one student in a GCSE science lesson identifying as 'New to English' in a school where 30% of pupils were EAL. This is higher than the national average, which sits at around 20%.

The argument: The main barrier isn't cognitive ability, it is linguistic. I wanted to see what strategies existed, how they helped, and what could be done further to assist these learners.

The problems with existing strategies were revealed quickly; translated slides did not work and had a delay, and dual coding was not always implemented effectively.

Through immersing myself in the literature, I learnt that EAL students who were lower in proficiency had virtually no support in lessons owing to teacher workload and an uncertainty in how they could be helped.

I learnt about the strategy of 'translanguaging' whereby teaching happens first in the mother tongue and is then translated into simple English.

This is unlike the current situation where concepts are first taught in English and regurgitated in English. This means actual understanding may never be consolidated.

I created resources with the support of AI based around the teachers' lesson plans and PowerPoints, with lots of dual coding and photographs. The AI translation produced 97% accuracy and reduced resource creation time to around 20 minutes. This was a critical element given that 76% of teachers are stressed by workload. The resources included teaching in the first language and then translation tasks into English, following the translanguaging approach.

The pupil showed marked differences in their confidence and integration. They began involving themselves in practicals with the use of their resources in their first language and could complete simple tasks that required them applying their understanding in English – even writing out a full 6 marker! They also noted they made a friend through these practical tasks, which helped their social integration within the wider school.

Alumni



KIRSTY THOMSON ALUMNA TRAINING YEAR 2019-2020 WHERE ARE THEY NOW?

Teaching for me has been an ever challenging and enthralling profession. Prior to becoming a teacher, I was a research scientist for infectious diseases. I retrained as a teacher for more career opportunities, greater variety of science, more jobs closer to home and the hope of eventually starting a family. A

Thankfully all of these have been possible, and I have found a truly rewarding career. I trained at Thomas Deacon Academy (TDA), and it was the best place to start. It was completely different situation from my own education, and I learnt so much from the very supportive staff. The biggest learning curve we all experienced was of course the big C... Covid. This was by far the most challenging time I have experienced for a few reasons. Firstly, I was approaching a full timetable and was still trying to make every resource, including some A level Biology. Secondly, as we went into lockdown I discovered I was pregnant with our first child, and coping with morning sickness and the excitement and trepidation of the future. Upon returning in my caye year, I still recall how strange it was to be alone in the classroom! In my NQT year students were staying in classrooms and teachers moved rooms staying in a box at the front.

My behaviour management improved rapidly, and I discovered that I was not an authoritarian teacher. Being strict, recording every single behaviour was tiring and personally ineffective. I found humour and truly engaging lessons (including curious even irrelevant questions) to result in more favourable results. An exciting (albeit daunting) opportunity I had whilst at TDA was to take on teaching A level Physics (outside of my specialism) due to long term sickness. I highly recommend the courses run by the STEM learning in York; they were highly informative and immensely beneficial to my teaching and confidence in the subject.

I stayed at TDA for 6 years, I always joke that I'm not really an experienced teacher as I have spent 2 years on maternity leave and every other year part-time! I left TDA, as I had reached a point where I was comfortable. I knew many of the students, and I had taught a large range of abilities and topics. I wanted to go experience the difference between a 'Good' Ofsted school and an 'Outstanding' Ofsted school to continue improving my teaching practice. Leaving all the students and friends was incredibly difficult and many tears were shed.



Alumni



I arrived to AMVC in September 2025, and changing schools even for an 'experienced' teacher is no easy feat. Learning new behaviour systems, staff protocols, names of colleagues and students was definitely more daunting than I had considered, but by this time in my career I have the tools to cope. I have been here now I can see what makes an outstanding school, the stability of the trust ensures a range of additional activities and resources to support students, and the dedication of classroom teachers and all management levels to provide all students with as many opportunities as possible.

Keeping a good work life balance is so hard but key, I have found a routine and dedicated exercise sessions help to keep me sane! A slow cooker is an absolute blessing for those busy evenings when food just needs to be ready when you get home. My biggest tip would be before you leave any school, copy as many resources as you can get your hands on! I hadn't taught BTEC until this year and although the course has changed the old resources I had copied saved me a lot of time! I am a planner, so I tend to use my half term to plan out the term ahead on a spreadsheet with key dates, each lesson title, links to PowerPoints and resources and homework's all in one place. For me this enables the term to be organised and coherent plan, and lets the weeks flow easier, of course there are always last-minute changes and some contingency is helpful!

What is fantastic about the teaching profession and Teach East is wherever I have gone throughout education in Peterborough, I have immediately recognised people I have worked or trained with.

Teaching is truly a community of dedicated people – I highly recommend building those relationships within and beyond the course.

My career dream is to teach more A level, hopefully some high ability Physics again or Chemistry, as well as becoming a sixth form tutor. I will certainly be keeping my eye out for other career progression opportunities as well as I settle into my second year at AMVC.

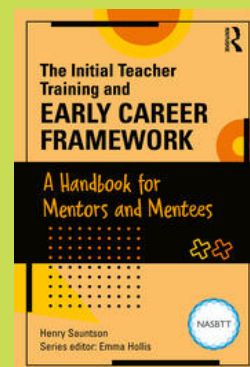


Recommended Reads



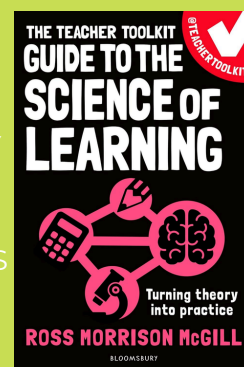
HENRY'S NEW BOOK!! – A HANDBOOK FOR MENTORS & MENTEES

THIS GO-TO MANUAL FOR THE INITIAL TEACHER TRAINING AND EARLY CAREER FRAMEWORK (ITTECF) OFFERS AN ACCESSIBLE, SUPPORTIVE SET OF PRINCIPLES FOR NEW TEACHERS. IT BREAKS DOWN THE STATEMENTS OF THE ITTECF AND THE EVIDENCE BASE BEHIND THEM TO PRESENT A SET OF CORE BELIEFS AND IDEAS ABOUT WHAT WORKS IN TEACHING.



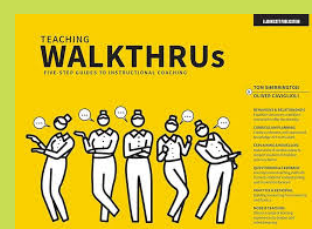
A BOOK WHICH GETS TO THE HEART OF LEARNING: GUIDE TO THE SCIENCE OF LEARNING ROSS MORRISON MCGILL

BRING COGNITIVE SCIENCE INTO YOUR CLASSROOM—FROM MEMORY AND METACOGNITION TO MOTIVATION AND WELLBEING. WRITTEN BY ROSS MORRISON MCGILL, THIS GUIDE BLENDS NEUROSCIENCE AND PSYCHOLOGY TO SHOW HOW STUDENTS LEARN AND HOW TEACHERS CAN TURN RESEARCH INTO SIMPLE, PRACTICAL STRATEGIES.



A TEACHING STAPLE: TEACHING WALKTHRUS TOM SHERRINGTON AND OLIVER CAVIGLIOLI AND OTHERS

TEACHING WALKTHRUS ARE AN EXCELLENT COMPANION FOR MENTORS AND THEIR TRAINEES OR ECTS, OFFERING VISUAL STEP-BY-STEP GUIDES TO ESSENTIAL TEACHING TECHNIQUES.



Quiz



1. What is the approximate tilt of Earth's axis that causes the seasons?
2. To what does ITTECF refer, and what does each letter stand for?
3. Which desert is the largest hot desert in the world?
4. The Summer Olympic Games were first held in which year?
5. Who is the current education secretary?
6. Which Mediterranean island is the third largest in the Mediterranean Sea?
7. What is the role of the Cambridgeshire and Peterborough Appropriate Body?
8. During the Northern Hemisphere summer, Earth is closest to which point in its orbit?
9. Which country consumes the most ice cream per person on average?
10. Who wrote the famous education book *When the Adults Change, Everything Changes*?
11. What is the name of the atmospheric layer where most weather occurs?
12. Which famous annual cycling race is held primarily during July?
13. The Tropic of Cancer is located at approximately what latitude?
14. What is the phenomenon called when urban areas experience significantly higher temperatures than surrounding rural areas?
15. According to PISA, who are the top three countries in the international school league tables?



Breaktime Bakes



Sumera's Chickpea Salad

Chaat Masala 1 – 1 ½ tablespoon
Chickpeas 3/4 cans
Onken Yogurt 1 pot
Potatoes 1 kg

Red onion 1 – medium size (cut into fine pieces)
Tomatoes 2 – medium size (cut into fine pieces)
Green chillies 2 - (cut into fine pieces)

Pomegranate seeds 1 pack
Tamarind Sauce 1 bottle

Table-salt 1 teaspoon or to taste
Red Chillies powder (Kashmiri Mirch) 1 teaspoon or to taste
Fresh lemon (juice) 1 small/half big

1. Boil the potatoes with the skin on, peel and cut them into small pieces once they have cooled.
2. Finely chop the red onions, tomatoes and green chillies.
3. Mix all the ingredients, including the chickpeas, fresh lemon juice and pomegranate seeds, in a large bowl.
4. Add red chilli powder, chaat masala and salt and mix well.
5. Garnish the dish with some fresh coriander leaves, tamarind sauce and yogurt.





Quiz Answers



1. 23.5°
2. Initial teacher training and early career framework: A framework to support trainee and early career teacher development.
3. Sahara Desert
4. 1896
5. Bridget Phillipson
6. Cyprus
7. The Appropriate Body assures that Early Career Teachers are receiving their statutory entitlements, and appropriate bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the headteacher's recommendation.
8. Aphelion
9. New Zealand
10. Paul Dix
11. Troposphere
12. Tour de France
13. 23.5° North
14. Urban Heat Island Effect
15. Singapore, China, Japan