



Bright Futures

TEACHING SCHOOL HUBS

TRAFFORD & SALFORD MANCHESTER & STOCKPORT

**ECF
Programme
Member
Experience**



Programme Member Experience for delegates

Contents

Engagement:	2
Safeguarding message.....	3
Equality	3
Reasonable Adjustments	3
Code of Conduct	4
Reporting unacceptable behaviour.....	6

Engagement:

In order for delegates to get the most out of the programme, we encourage them to attend as many live sessions as possible. Not only are they benefiting from interacting with the highly knowledgeable facilitator, but they get the opportunity to work with peers which feedback states is incredibly valuable. We are aware that there are occasions when delegates will have unavoidable diary clashes meaning they are unable to attend a session. In that instance, we communicate the following to our delegates:

“Absences: If you are unable to attend a session due to an unavoidable commitment / you are unwell / you do not have the necessary equipment to engage in the session / due to an unforeseen circumstance you are unable to be on time (within 5 minutes of the start time), I will mark you as absent. You will then receive a follow up email from Bright Futures with a recording and a DFE link. When you have engaged with the recording, you will click on the link which reports to the DFE that you have engaged in those materials online. Your absent mark will then be updated to present”.

When participating in online and face-to-face sessions, we emphasise Teach First’s three session norms all delegates are expected to follow:

- Be present:
 - Block out this time in diaries, ignoring non-essential communication. Be in a room where no confidential information is on display or where delegates will be disturbed. In order to engage effectively, delegates must not be travelling when attending the live sessions.
- Be proactive:
 - Get involved in all activities. Ensure technology is operational ahead of sessions (microphones and cameras are working) and the relevant online platform (predominantly Zoom) has the most recent updates in order that the chat facility and break out rooms are functioning.
- Critique with kindness:
 - We expect all participants to be respectful of facilitators and delegates. All content delivered is research-based which Teach First collates. Facilitators will enhance parts of the session with contextual examples. Delegates will also be asked to share anecdotes. Whilst we don’t insist that any strategies must be implemented when delegates return to their schools, we do not expect that anyone will criticise the ideas of others or disrupt the delivery of the facilitator.

In addition to attending the online and / or face-to-face seminars as per shared calendars, delegates are also required to complete online study via the Brightspace portal. During induction, facilitators will explain what online learning is mandatory and what additional materials are available for delegates should they wish to complete further study.

Safeguarding message

Bright Futures follows the Teach First protocol regarding safeguarding practices which states ‘report any child safeguarding incidents in line with your school’s child safeguarding policy. Where you are not yet employed by a school, please report any concern to your Teach First support role’.

The following safeguarding message has been shared at all induction events for ECTs and Mentors, at the Facilitator induction training events, is enclosed in Facilitator SLAs and is regularly communicated to ECTs and Mentors in their reminder emails ahead of seminars. The following comment is reiterated:

“Safeguarding: When delivering and attending sessions either online or in person, we must all follow our own safeguarding procedures”.

Equality

Bright Futures Teaching School Hubs stringently follows the Equality Act, as per this link: [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010)

As a delivery partner, Bright Futures Teaching School Hubs works alongside Teach First to tackle educational inequality. Teach First’s programmes are designed to connect programme members with each other and encourage them to look beyond their school for opportunities to learn, grow and connect. This growing community is made up of teachers and leaders, making a difference in schools every day. It also includes alumni who have signed up to be volunteers, set up social enterprises, gone into businesses, become governors and are working to shape education policy. Linking different sectors and areas of expertise, they form powerful networks that impact the lives of pupils. As a Delivery partner, Bright Futures is invited along with programme members to explore and join the range of networks available, and read these inspirational stories, showing the many ways you can join in beyond their programmes to make a fair education for all.

Reasonable Adjustments

In line with Teach First protocol, we believe that all pupils deserve to meet and benefit from a diverse and representative teaching workforce. We recognise the power of disabled teachers in both the classroom and sector. We also recognise the intersectionality within the disabled community, and we want to create a training environment where all disabled programme members can thrive and experience no material difference in programme outcomes.

There are different models of disability. Current UK legislation frames disability as both medical and social. The social model of disability emphasises the need to remove administrative, procedural, social and other barriers. Teach First is striving to fully adopt and implement the social model of disability within our programme design and delivery.

Teach First’s commitment to equity, diversity and inclusion extends to all programme members, and all protected characteristics. The reasonable adjustments duty is specific and unique to disabled programme members. There are two parts of the duty to consider: the anticipatory, and the responsive.

The anticipatory duty means thinking in advance and proactively arranging things so disabled programme members (and applicants) do not face disability-related barriers to participation. The responsive duty means making reasonable adjustments at the request of individual disabled people.

There are three key domains where responsive reasonable adjustments can be made. This is done in accordance with legislation so that people with disabilities, health conditions or impairments are not unfairly disadvantaged.

- The way things are done (provision, criterion or practice)
- Physical features of a venue or environment
- Auxiliary aids or services (special equipment or a service to assist)

Teach First has met stringent accessibility criteria laid down by the Department for Education on the development of the curriculum and the resources available. We are confident that the tools we have selected to deliver the training (Zoom, Brightspace and My Teach First) are highly accessible. Nevertheless, if any programme member experiences challenges accessing the tools, they should bring it to our attention via the '[Contact Us](#)' function on My Teach First as soon as possible and we will work with the programme member, and Delivery Partner where necessary, to identify a workable solution.

- **Online learning platform:** Teach First ensures that Brightspace is accessible, in accordance with the [Public Sector Bodies \(Websites and Mobile Applications\) \(No. 2\) Accessibility Regulations 2018](#). Delegates should be able to, for example, change colours, contrast levels and fonts, listen to the content using a screen reader, and navigate most of the platform using just a keyboard. [Brightspace help](#) has advice on using accessibility features within the platform.
- **Events:** Teach First and Bright Futures make every effort to make sure that online and in-person events are planned to anticipate and support reasonable adjustment requests wherever possible, for example accessibility of venues, provision of printed or alternative format materials on request.

In addition to the work we do to incorporate these principles, Teach First also try to facilitate connections between groups of people who have similar needs and/or characteristics wherever possible or wherever this is flagged as being of use. This can help reduce feelings of isolation or 'otherness', and we encourage Delivery Partners to facilitate this.

Programme members will be informed by Teach First of how to contact us about reasonable adjustments, as per the above, in their introductory seminar, in their on-boarding email and housed on My Teach First.

Code of Conduct

Bright Futures Teaching School Hubs mirror the Code of Conduct outlined by Teach First. Teach First programmes are designed for delegates to learn, progress and gain knowledge and insight so that they can excel professionally and make a difference in schools. To enable the learning for all, it is important that a professional, safe, supportive, and open environment is maintained to allow everyone to succeed and thrive.

This Code of Conduct sets out the expectations that Teach First have of all programme members on all Teach First programmes. By taking up a place on a Teach First programme, delegates are agreeing to abide by these expectations. Teach First reserves the right to take disciplinary action in response to any behaviour which is considered to be a breach of our expectations, whether a pattern of behaviour over time or a one-off incident. This includes Teach First's right, in our sole discretion, to remove a delegate from the programme.

- General conduct:
 - Recognise your position as a representative of Teach First and behave accordingly. Do not engage in any activity or behaviour which would bring Teach First or the teaching profession into disrepute.
 - Do not engage in the bullying or harassment of others.

- We will not tolerate language that seeks to undermine or intimidate others. This includes but is not limited to; racist, sexist, homophobic, transphobic or ableist language.
- Ensure that your language comes from an intention of being respectful and open.
- Consider the impact of your actions or lack of action (including support through silence) on others.
- Be polite and tolerant of the contributions of others; ensure everybody can speak and be heard on discussion forums, at events, or in event chat functions, if online.
- Understanding:
 - Recognise the diversity of the Teach First community.
 - Be tolerant, respect and act in accordance with everyone's lived experiences, boundaries, stated personal pronouns, circumstances, and wishes.
 - Recognise that some programme members may have reasonable adjustments in place to allow them fair and equal access to the programme.
- Openness:
 - Be willing and open to hearing different points of view and engage in debate where you feel comfortable to support the development of others, including constructive challenge and peer support.
- Professionalism:
 - Be punctual: join each live session on time, use the stated attendance policy, and follow the absence process if you are unable to attend.
 - Adhere to any specific dress codes for your learning environment: this may include standards of professional dress laid down by the setting you are in (e.g. a school).
 - Complete all work on time, on your own (unless it is a collaborative task), and ahead of any live interaction if required. Any pre work will be made clear to you via My Teach First, including the dates for completion.
 - Respond in a timely manner to any communications, requests, or instructions from Teach First staff.
- Online engagement:
 - Use Teach First online discussions or forums as a place to exchange professional information and engage in constructive exchanges that are directly focussed on the outcomes of the programmatic content.
 - Do not share any Zoom links or other joining instructions on **any** public platform, or with anyone who is not authorised to attend the event.
 - Do not share personal details, inappropriate messages, or content, or use discussions or forums as a platform to harass, bully or victimise.
 - If uploading videos, ensure that there is no one else in the background, especially children.
 - Ensure you have adequate technology, tools, materials for your session and you have tested them beforehand. This may include video, microphone and speakers.
 - Ensure that, where possible, you have turned off/silenced your mobile phone to avoid distracting others.
 - Ensure that, where possible, you have joined a live session from a suitable location (I.e., not a noisy/public place) to avoid distracting others.
 - If sharing screens, ensure that you only share the material relevant to the programme.
 - Always keep your contact details up to date (via My Teach First) to ensure we can provide you with relevant information.
- Social media:
 - Use social media in a responsible and respectful manner - whether using a social media account which refers to Teach First (including a Teach First Facebook group) or your own personal account (whether or not it refers to your role).
 - Do not post or share content which is abusive, threatening, defamatory, discriminatory or otherwise harmful or offensive.
 - Teach First is an independent charity and must remain politically neutral. You must ensure that your social media activity does not suggest, explicitly or implicitly that Teach First has any party-political stance or allegiance to a particular political party.

Reporting unacceptable behaviour

If any participant is being subject to or notices that someone else is being subject to behaviour that contravenes this agreement, or have any other concerns, please take one of the following actions:

- If you feel comfortable and able, raise it directly with the individual causing the problem, at the time it arises, or with the event lead at an appropriate opportunity.
- If you are not able to do this, then please report the incident to the school, multi-academy trust or Teaching School Hub that is delivering your programme (telling whoever you feel most comfortable).
- If you are not able to do this, then please report the incident to Teach First in any of the following ways (telling whoever you feel most comfortable):
 - Share it directly with your Teach First support role, if you have one.
 - Report it using the 'Contact Us' function on My Teach First to send an email to the Teach First contact centre.
 - Send an email to Teachfirstwelfare@teachfirst.org.uk which enables programme members to make safe and confidential disclosures outside of their personal support network. This is managed confidentially by the Teach First legal team.
 - Report it directly to any other Teach First contact.

We commit to taking all incidents seriously and will work with you to ensure your concerns are dealt with swiftly and effectively.