

# Case study

Are you thinking of  
teaching on the East Coast?



Great teaching changes lives

## Read Holly's story...

**Undergraduate degree: English, York St John University**

**Teaching subject: English**

### **Why did you decide to become a teacher?**

I wanted to become a teacher whilst in sixth form. I would help my English teacher by tutoring year 11s and went on to study English literature before I pursued a Masters. To build my confidence I volunteered with North East Solidarity and Teaching, a charity that tutored refugees to improve their reading and writing skills. This experience solidified to me the importance of teaching and re-inspired me to pursue a career in teaching.

### **What attracted you to train to teach on the EborHope Teaching Schools Alliance School Direct programme in partnership with York St John University?**

After studying my MA at Newcastle University I wanted to return to York St John University as the teaching and support there is truly amazing with supportive lecturers and mentors. I had heard really great things about the EborHope route into teaching. My interview was such a positive experience. I loved the idea of it being a smaller cohort, having the split between EborHope school-centered and university training, and the long placement to allow you to really establish yourself in that school environment.

### **What has your experience been like working with EborHope Teaching Schools Alliance?**

I had an amazing relationship with my mentor and she still offers me advice on all things teaching and that's only possible because of the mentor support model at EborHope. The weekly meetings, supported team teaching sessions, constructive observations and extended placement meant that we were able to establish a really positive working relationship. The online system we used called Abyasa system made it clear what we needed to be focusing on and was a great way to track my progress.

### **What has your experience been like during your NQT year on the East Coast?**

I was apprehensive due to the issues that can occur for seaside schools such as the lack of staff retention and the potential impact on behaviour. I've learned that once you build trust with the students the relationships you create are what makes the job enjoyable. The NQT support with initiatives such as the school buddy project and regular training after school, has been really beneficial. Engaging with other NQTs and share experiences, whilst continuing our development, is key. I would highly recommend anyone to train or teach or work on the east coast.



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