



GUIDE CONNECT



Improving staff onboarding, personalisation and career pathways

Teacher Training

Before Using Guide Connect



Craig has a deep desire to be a teacher and is working as a TA. He loves his job, he's committed, proud and from the local community. He knows the area and issues students are facing. He asks to be put on a development programme.

1



Craig is left dismayed, he is told budgets are tight, that everyone has responsibilities and there is very little training on offer.

2



Craig finds a course at a college an hour away. The course is £700, he doesn't want to pay so much, but believes he has to invest himself. The course is 6 months long.

3

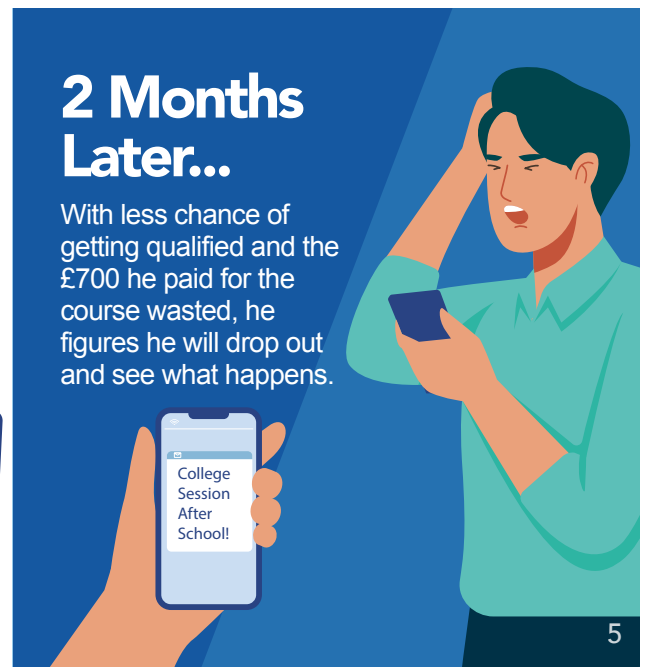


He attends the first 3 sessions diligently, but soon realises others on his course "have to be there" to get a school mandated qualification. He is one of the few people really trying and it bothers him that people with very little interest are having courses paid for while he has to pay himself.

2 months in - Craig has missed his 4th college session, the school hours and his newborn have all contributed to his drained ambition.

4

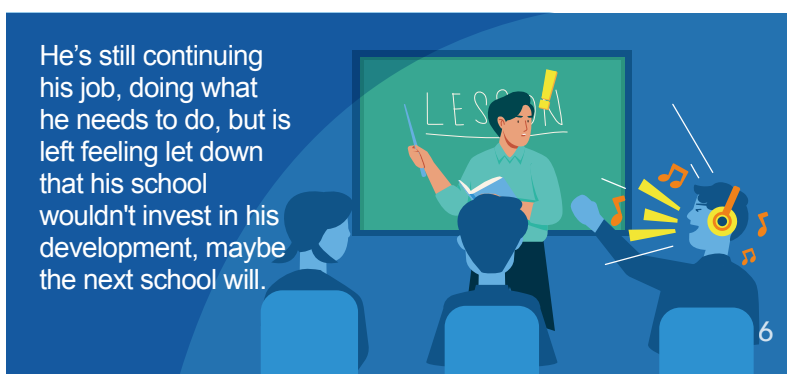
NAME	SESSION						
	1st	2nd	3rd	4th	5th	6th	7th
Craig	✓	✓	✓	✗	✗	✗	✗
Leanne	✓	✓	✓	✓	✓	✓	✓
Chloe	✓	✓	✓	✓	✓	✓	✓
Shane	✓	✓	✓	✓	✓	✓	✓



2 Months Later...

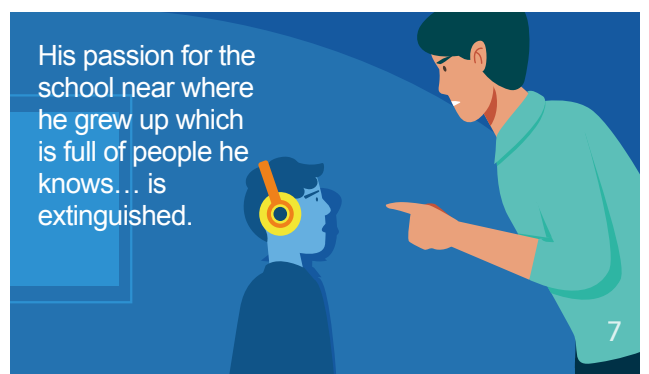
With less chance of getting qualified and the £700 he paid for the course wasted, he figures he will drop out and see what happens.

5



He's still continuing his job, doing what he needs to do, but is left feeling let down that his school wouldn't invest in his development, maybe the next school will.

6



His passion for the school near where he grew up which is full of people he knows... is extinguished.

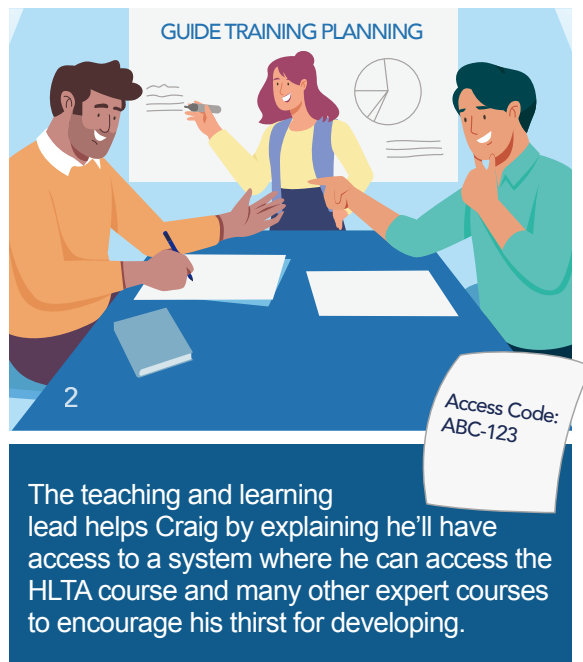
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After Using Guide Connect

Craig is in his 2nd week as a TA, the teaching and learning lead has been told how keen he is and his school wants to develop that.



GUIDE TRAINING PLANNING



The teaching and learning lead helps Craig by explaining he'll have access to a system where he can access the HLTA course and many other expert courses to encourage his thirst for developing.



TWO YEARS LATER

Feeling supported and with no travel restraints, Craig is able to complete the HLTA course in half the time and he is along the way to complete QTS.



The school knows that as Guide subscribers, they can put Craig on any of the qualifications and only pay an accreditation fee (normally 50-70% less than the course fee) while Craig gets all the support and materials to satiate his hunger for knowledge.

The head of teaching and learning is also able to direct Craig to some of the 30 other courses to help him develop and grow, in line with his and the school's goals.

Craig absorbs courses at a confident and compelling rate, always appreciating the opportunity the school has given him. As he takes on more responsibility within the school: he enjoys sharing practice with others and developing towards becoming a teacher.

He never forgets the opportunity the school has given him in helping make his work with his students better, more effective and well supported. He knows where his loyalty lies.

