

## Steven Chapman – video transcript

I originally left teaching to go and work on something called 'Science Year' for the government, back in the... long time ago. And then I ended up working at University College London where I was training teachers, which I did for eight years. But whilst I was in classrooms a lot, I wasn't interacting with young people, and I was getting kind of, "I want to take over this class" or, "I want to – I want to do this", you know? So that's how I ended up coming back to teaching.

I did register on the Get Into Teaching site. It was just about: who can support you, what's there to look after you, how you can get in touch with people who might be able to give you help, are there courses available that might offer things, that you might need skills.

Some of the things I was worried about just came back instantly. You kind of automatically go into 'teacher mode'. And other ones I've just had to kind of work my way through, because one of the things you have to remember in teaching is that actually changing school can be as disconcerting as stopping teaching. So even if I was teaching and I just moved to another school, just not knowing what the systems are, or where the toilets are, or what time the bells are and things like that, actually does throw you off even if you're an experienced teacher.

You genuinely don't know what is going to happen. All that you know is that the lesson will start here and there and they're going to cover this, but somebody will say something funny, or somebody will say something memorable. And it's that sort of thing that you don't get when you work in an office or in a lab or something like that.

For the last two years I had a sixth form tutor group, and actually seeing them go from being someone slightly interested in something to actually going away to university and studying it and then coming back and talking to me at the results evening to say, "Oh, I'm really enjoying this course", is quite rewarding.

It's about people's lives at a crucial stage in their life, you know? It's got to be something you want to commit to, but if you do it can be... it can be better than the first time you did it because you're bringing all the experience and knowledge and things you brought from outside into your teaching, and you've actually had a little time for that to kind of percolate away in your brain.

Generally it's five hours of kind of hilarious banter and anecdotes and things that you just wouldn't get from five hours of filling in forms or sitting at a computer screen.