



TEACHERS AT NORWICH SCHOOL	1. TEACHING STANDARDS	2. TUTORING STANDARDS	3. WIDER PROFESSIONAL RESPONSIBILITIES
<p><b>A. BUILD RELATIONSHIPS</b></p> <p>Respect and uphold the values of the school, forming relationships with others that are guided by love, inclusion and compassion.</p>	<p>a) Set high expectations that inspire, motivate and challenge pupils.</p> <p>b) Establish an inclusive and positive culture within the class.</p> <p>c) Know their pupils, treat them with dignity, and build strong relationships that observe appropriate boundaries.</p> <p>d) Manage teaching spaces effectively, with clear rules and routines to create an ordered and safe learning environment.</p> <p>e) Exercise appropriate authority to promote good and courteous behaviour (see <a href="#">Behaviour Support and Intervention Policy</a>).</p>	<p>a) Set high expectations for tutees.</p> <p>b) Establish an inclusive and positive culture within the tutor group.</p> <p>c) Know their tutees, treat them with dignity, and build strong relationships that observe appropriate boundaries.</p> <p>d) Manage tutor spaces effectively, with clear rules and routines to create an ordered and safe environment.</p> <p>e) Exercise appropriate authority to promote good and courteous behaviour (see <a href="#">Behaviour Support and Intervention Policy</a>).</p> <p>f) Communicate proactively with parents and guardians, acting as the initial contact point with the school.</p>	<p>a) Maintain the reputation of the profession and the school, demonstrating high standards of personal and professional conduct (including adherence to the <b>Staff Code of Conduct</b>).</p> <p>b) Work constructively with all members of the school community to promote the best interests of pupils and the school.</p> <p>c) Show tolerance of - and respect for - the rights of others.</p> <p>d) Do not undermine <b>Fundamental British Values</b>.</p> <p>e) Recognise that staff are always in a pastoral role; are alert to concerns, problems or misbehaviour around the school site; are ready to engage with and assist any pupil.</p>
<p><b>B. DEMONSTRATE KNOWLEDGE</b></p> <p>Exemplify and promote a lifelong love of learning, ensuring they have the knowledge and expertise required for their role.</p>	<p>a) Have secure knowledge of their subject(s) and promote the value of scholarship.</p> <p>b) Maintain an interest in - and enthusiasm for - their subject(s), sharing this with the pupils to foster their curiosity. This includes having an awareness of developments in their subject(s) and the curriculum, including assessment criteria.</p> <p>c) Are aware of the broader learning pathways the pupils are on to ensure teaching is coherent. (see <a href="#">Learning Journeys</a>)</p> <p>d) Understand developments in educational research, including in relation to how pupils learn and how this impacts teaching.</p> <p>e) Understand factors that can inhibit pupils' learning, and how best to overcome these. This includes having a secure knowledge of pupils with SEND in their classes.</p> <p>f) Are mindful of pupils' different backgrounds and characteristics and, where relevant, recognise diverse perspectives in their teaching.</p>	<p>a) Have knowledge of tutees' wider lives and unique circumstances beyond their academic profile alone.</p> <p>b) Are mindful of the pressures and concerns affecting young people, and know something of the social and cultural context in which they live.</p> <p>c) Have an awareness of themes and issues covered in tutees' PPD curriculum.</p>	<p>a) Understand the statutory framework within which the education sector operates. This includes having a knowledge of guidance relating to safeguarding (e.g. the <b>Prevent</b> duty, <b>KCSIE</b> and updates) and the mechanisms for reporting.</p> <p>b) Understand <a href="#">school policies</a> relevant to their responsibilities.</p> <p>c) Promote high standards of literacy, articulacy and numeracy, regardless of subject specialism.</p> <p>d) Demonstrate adequate proficiency with IT (including the systems used by the school: MS 365, CPOMS, iSAMS, SOCS etc.), always adhering to the school's <b>IT Policies</b>.</p>
<p><b>C. FULFIL RESPONSIBILITIES</b></p> <p>Demonstrate qualities of leadership and service, carrying out the tasks required of them with efficiency and care.</p>	<p>a) Teach the classes or groups allocated to them.</p> <p>b) Ensure school routines are followed (including registration).</p> <p>c) Deliver the curriculum as directed by their academic line manager.</p> <p>d) Plan and deliver effective lessons and activities that include and challenge all pupils. This includes using lesson time effectively and incorporating appropriate techniques (see <a href="#">Core Lesson Components</a>).</p> <p>e) Adapt teaching to meet pupils' different needs (inc. age, SEND, EAL, high ability).</p> <p>f) Set suitable activities for homework.</p> <p>g) Contribute to the curriculum to develop resources/ schemes of work and assist with trips, societies and additional sessions.</p> <p>h) Complete any task reasonably required of them by their academic line manager.</p>	<p>a) Ensure that tutor time is used productively.</p> <p>b) Reliably follow school routines (including: the recording and monitoring of attendance through iSAMS; the conveying of messages and notices; accompanying tutees to assemblies).</p> <p>c) Monitor tutees' uniform and wellbeing and help ensure they are ready to learn.</p> <p>d) Help with the transition/ induction processes for pupils.</p> <p>e) Assist with house events.</p> <p>f) Complete any task reasonably required of them by their pastoral line manager.</p>	<p>a) Maintain high standards in their own attendance, appearance and punctuality, meeting deadlines that are set.</p> <p>b) Prioritise and complete their assigned duties with care.</p> <p>c) Attend meetings as required, including staff briefing.</p> <p>d) Contribute to the wider life of the school, including involvement in the co-curriculum and the broader academic curriculum.</p> <p>e) Attend and assist with events that fall outside the regular timetable (e.g. Open Day, Prizegiving, house events etc.)</p> <p>f) Complete any task reasonably required of them by the Head (or members of the Senior Management Team).</p>
<p><b>D. ENCOURAGE PROGRESS</b></p> <p>Are reflective, thoughtful practitioners who are committed to the progress and development of all.</p>	<p>a) Make good use of assessment (both verbal and written) and other data to monitor and guide pupils, helping them to take a responsible attitude to their own learning (see <b>Feedback for Learning Policy</b>).</p> <p>b) Value pupils' work, giving personalised advice and using the rewards system to encourage attainment and effort.</p> <p>c) Communicate with clarity to parents and guardians through feedback, reports and parents evenings.</p> <p>d) Are proactive in discussing issues with the pupil, the HoD, parents or pastoral staff where necessary.</p> <p>e) Advise and support pupils' aspirations beyond the school (including writing UCAS references).</p> <p>f) Reflect on their own teaching, identifying ways to develop their own practice.</p>	<p>a) Have an overview of the academic, social and co-curricular progress of tutees, helping them to reflect on their interests and abilities.</p> <p>b) Acknowledge and celebrate individual and collective successes whilst supporting and guiding tutees when they face challenges.</p> <p>c) Monitor tutees' academic progress (see <b>Feedback for Learning Policy</b>), guiding the pupils to set targets for improvement.</p> <p>d) Are the initial contact for tutees' parents and guardians. This includes attending parents evenings and pastoral events.</p> <p>e) Are proactive in recording matters on CPOMs, discussing issues with parents or other pastoral staff where this becomes necessary.</p> <p>f) Take an interest in tutees' aspirations and subject choices and, in the Sixth Form, help with the university admissions process (or equivalent), including the writing of UCAS references.</p>	<p>a) Have a restless ambition for self-improvement, committing to their own professional development and participating in the school's processes that relate to this.</p> <p>b) Participate in staff training days and CPD opportunities, completing obligatory training as required.</p> <p>c) Assist with the professional development of colleagues through dialogue, mutual support and observations.</p> <p>d) Care for the school as an institution, contributing to its ongoing development.</p>