

Teacher Standards



NORWICH SCHOOL

TEACHERS AT NORWICH SCHOOL	1. TEACHING STANDARDS	2. TUTORING STANDARDS	3. WIDER PROFESSIONAL RESPONSIBILITIES
A. BUILD RELATIONSHIPS Respect and uphold the values of the school, forming relationships with others that are guided by love, inclusion and compassion.	<ul style="list-style-type: none"> a) Set high expectations that inspire, motivate and challenge pupils. b) Establish an inclusive and positive culture within the class. c) Know their pupils, treat them with dignity, and build strong relationships that observe appropriate boundaries. d) Manage teaching spaces effectively, with clear rules and routines to create an ordered and safe learning environment. e) Exercise appropriate authority to promote good and courteous behaviour (see Behaviour Support and Intervention Policy). 	<ul style="list-style-type: none"> a) Set high expectations for tutees. b) Establish an inclusive and positive culture within the tutor group. c) Know their tutees, treat them with dignity, and build strong relationships that observe appropriate boundaries. d) Manage tutor spaces effectively, with clear rules and routines to create an ordered and safe environment. e) Exercise appropriate authority to promote good and courteous behaviour (see Behaviour Support and Intervention Policy). f) Communicate proactively with parents and guardians, acting as the initial contact point with the school. 	<ul style="list-style-type: none"> a) Maintain the reputation of the profession and the school, demonstrating high standards of personal and professional conduct (including adherence to the Staff Code of Conduct). b) Work constructively with all members of the school community to promote the best interests of pupils and the school. c) Show tolerance of - and respect for - the rights of others. d) Do not undermine Fundamental British Values. 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.
B. DEMONSTRATE KNOWLEDGE Exemplify and promote a lifelong love of learning, ensuring they have the knowledge and expertise required for their role.	<ul style="list-style-type: none"> a) Have secure knowledge of their subject(s) and promote the value of scholarship. 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. c) Are aware of the broader learning pathways the pupils are on to ensure teaching is coherent. (see Learning Journeys) d) Understand developments in educational research, including in relation to how pupils learn and how this impacts teaching. 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. f) Are mindful of pupils' different backgrounds and characteristics and, where relevant, recognise diverse perspectives in their teaching. 	<ul style="list-style-type: none"> a) Have knowledge of tutees' wider lives and unique circumstances beyond their academic profile alone. b) Are mindful of the pressures and concerns affecting young people, and know something of the social and cultural context in which they live. c) Have an awareness of themes and issues covered in tutees' PPD curriculum. 	<ul style="list-style-type: none"> a) Understand the statutory framework within which the education sector operates. This includes having a knowledge of guidance relating to safeguarding (e.g. the Prevent duty, KCSIE and updates) and the mechanisms for reporting. b) Understand school policies relevant to their responsibilities. c) Promote high standards of literacy, articulacy and numeracy, regardless of subject specialism. 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 IT Policies.
C. FULFIL RESPONSIBILITIES Demonstrate qualities of leadership and service, carrying out the tasks required of them with efficiency and care.	<ul style="list-style-type: none"> a) Teach the classes or groups allocated to them. b) Ensure school routines are followed (including registration). c) Deliver the curriculum as directed by their academic line manager. 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 Core Lesson Components). e) Adapt teaching to meet pupils' different needs (inc. age, SEND, EAL, high ability). f) Set suitable activities for homework. g) Contribute to the curriculum to develop resources/ schemes of work and assist with trips, societies and additional sessions. h) Complete any task reasonably required of them by their academic line manager. 	<ul style="list-style-type: none"> a) Ensure that tutor time is used productively. b) Reliably follow school routines (including: the recording and monitoring of attendance through iSAMS; the conveying of messages and notices; accompanying tutees to assemblies). c) Monitor tutees' uniform and wellbeing and help ensure they are ready to learn. d) Help with the transition/ induction processes for pupils. e) Assist with house events. f) Complete any task reasonably required of them by their pastoral line manager. 	<ul style="list-style-type: none"> a) Maintain high standards in their own attendance, appearance and punctuality, meeting deadlines that are set. b) Prioritise and complete their assigned duties with care. c) Attend meetings as required, including staff briefing. d) Contribute to the wider life of the school, including involvement in the co-curriculum and the broader academic curriculum. e) Attend and assist with events that fall outside the regular timetable (e.g. Open Day, Prizegiving, house events etc.) f) Complete any task reasonably required of them by the Head (or members of the Senior Management Team).
D. ENCOURAGE PROGRESS Are reflective, thoughtful practitioners who are committed to the progress and development of all.	<ul style="list-style-type: none"> 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 Feedback for Learning Policy). b) Value pupils' work, giving personalised advice and using the rewards system to encourage attainment and effort. c) Communicate with clarity to parents and guardians through feedback, reports and parents evenings. d) Are proactive in discussing issues with the pupil, the HoD, parents or pastoral staff where necessary. e) Advise and support pupils' aspirations beyond the school (including writing UCAS references). f) Reflect on their own teaching, identifying ways to develop their own practice. 	<ul style="list-style-type: none"> a) Have an overview of the academic, social and co-curricular progress of tutees, helping them to reflect on their interests and abilities. b) Acknowledge and celebrate individual and collective successes whilst supporting and guiding tutees when they face challenges. c) Monitor tutees' academic progress (see Feedback for Learning Policy), guiding the pupils to set targets for improvement. d) Are the initial contact for tutees' parents and guardians. This includes attending parents evenings and pastoral events. e) Are proactive in recording matters on CPOMs, discussing issues with parents or other pastoral staff where this becomes necessary. 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. 	<ul style="list-style-type: none"> 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. b) Participate in staff training days and CPD opportunities, completing obligatory training as required. c) Assist with the professional development of colleagues through dialogue, mutual support and observations. d) Care for the school as an institution, contributing to its ongoing development.