



Professional Standards for Teachers at

Ide Hill C of E Primary School

The Vision

Strapline

"Do everything in Love" 1 Corinthians 16:14

Vision

At Ide Hill School we seek the 'abundant life' that Jesus promised ¹ for all. Pupils, staff and families flourish within the caring community of our beautiful village. All are nurtured through the learning and experiencing of respect, responsibility and love, 'and the greatest of these is love.'²

Theological Underpinning

The Parable of the Good Samaritan Luke 10: 25- 37

Which of these three acted like a neighbour? The man answered "The one who was kind to him." Jesus said "Go then and do the same."

Values

Respect Love Responsibility

(sub species of love)

Narrative

Respect *is the outworking of love in all our relationships. We develop our spirituality through our reverence for God, for the world and for others. Like the Good Samaritan, we believe that all have the capacity to reflect God's generous love through our words and actions, day by day. We learn to love ourselves and others, embracing everyone's uniqueness.*

Love *"We love because God first loved us" 1 John 4:19*

We learn to love by first receiving God's love through the love of others. We seek to reflect this love in our appreciation of God's creation and to be inquisitive. We learn to show kindness, gentleness and patience to others and to ourselves. (Galatians 5:22). Love is the power to show compassion and to forgive. Love lies at the heart of our school.

Live

Our

Vision

Everyday



Responsibility: *The Good Samaritan refused to pass by on the other side. His heart was "filled with pity" and "he took care of the man." He showed love and respect for his neighbour by taking responsibility. At Ide Hill School we take responsibility for ourselves and for others in all our learning, through relationships with the wider community, in word and action.*

PART ONE: TEACHING

A TEACHER MUST:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behavior which are expected of pupils

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subjects(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of the take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well structures lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability, those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines of behaviour in classrooms, and take responsibility for promoting good and courteous behavior both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behavior, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behavior and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Refer to the School's Code of Conduct Policy.

Signed _____

Date _____

Interim Executive Headteacher _____ Date _____