



PROFESSIONAL EXPECTATIONS AND OBLIGATIONS

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A shared view of professional expectations and obligations is essential if a positive ethos is to be maintained in the school.

Ofsted (June 2007) recognised that a positive ethos does exist. It commented that, "The headteacher's clearly articulated vision is widely shared by adults and pupils alike. The school has implemented an effective range of strategies to improve learning and, as a consequence, standards at the end of Year 11 have risen dramatically. This has not been achieved at the expense of pupils' emotional education. Designation as a sports college has contributed to improvement by allowing the school to enrich its curriculum, extend its community provision and improve its resources. Pupils are proud of their school's specialist status and there is evidence that attendance, behaviour and attitudes to learning have all improved as a result." It also said, 'the school offers very good support, in depth, for teaching through monitoring and review'.

The school recognizes that there is always room for improvement. In order to maintain the highest standards of professionalism the school encourages a culture in which people feel valued (the school was redesignated an Investors in People status in January 2008) and are encouraged to maintain a healthy classroom culture, have ideas, take risks, experiment and learn new ways of tackling familiar tasks.

We have achieved a number of awards which recognize that the school is operating at nationally recognized standards: Quality Mark in Study Support (QISS); Sports Active Mark; Basic Skills Quality Mark, Investors in People status, Inclusion Quality Mark, Healthy Schools Status and various sport quality marks.

It is essential that expectations and obligations are clarified for all staff and that standards for both expectations and obligations are set. The touchstone for these standards is the school's aims and mission statement.

During the preparatory work for this policy, staff discussed and agreed the following standards. The standards were seen as facilitating good classroom practice, sustaining a culture of regeneration, helping staff and pupils to self improve, and underpinning the delivery of good quality education.

Classroom Culture

We should as teachers ensure:

1. Our own prompt arrival.
2. The prompt arrival of pupils.
3. The pupils are ready to work, pupils seated appropriately, planners and equipment out.
4. Lessons start immediately.
5. Lessons end in an orderly fashion.
6. Pupils know the standards and expectations that are set.

7. Pupils behave well.
8. Pupils are motivated and stimulated by the lesson.
9. Noise levels are appropriate to the learning activity or task.
10. Pupils follow the Cumberland Code, eg. gum in bin, coats and hats off.
11. Pupils follow the Cumberland dress code and uniform.
12. Sanctions and rewards are applied fairly and firmly.
13. Lateness and absence to class is checked and followed up.

Learning Culture

We should as teachers ensure:

1. Lessons are properly planned in line with scheme of work.
2. Lessons are incentives - children should want to go to them.
3. Appropriate resources are ready.
4. Resources are looked after and accounted for.
5. Homework is set, marked and returned.
6. Extension work is provided.
7. Class register is taken accurately and efficiently.
8. Lessons are challenging.
9. Pupils know and understand the aims of the lesson and the task set.
10. Pupils are able to progress academically.
11. Pupils are provided with feedback from teachers' assessment of their learning.

School Environment

We should as teachers ensure:

1. Good pupil behaviour on the corridors, in the school's public places, in the playground, in the vicinity of the school and on trips.
2. A stimulating environment (display work up to standard, minimal litter, speedy response to vandalism and graffiti).
3. Orderly pupil behaviour whilst lining up.
4. An active attitude when on duty. Also at break and lunchtime, all staff should move pupils from their learning (and locker) area and out of the building.

Roles and Responsibilities

1. We understand our individual roles, duties and responsibilities: (check job description; discuss with line manager role, responsibilities and duties so that they are crystal clear).
2. We understand the boundaries within which we work: (check job description, contract, Policy Book and Handbook).
3. We know what it is we are trying to achieve at Cumberland: a) The school's priorities - the Whole School Development Plan; b) Individual team priorities – academic and pastoral action plans.
4. We know how the school works: we are clear about how the school's procedures and systems function (Policy Book and Handbook)
5. We understand our duty to uphold the school's rules.
6. We understand our duty to engender an ethos of care and responsibility towards pupils and each other.
7. We avoid setting double standards.
8. We understand the importance of being professional at all times.

The biggest obstacle to achieving the above is a lack of consistency amongst staff. The highest chance of success at achieving the above is consistency, the ability to self review and the ability to give and receive constructive criticism.

Staff Dress Code

Cumberland School operates a staff dress code. All staff have a responsibility to dress in a professional manner. Subjects taught will, of course, have an impact on this.

All staff are expected to look smart and professional and to avoid dressing inappropriately. Pupils at Cumberland School have to follow clear uniform rules, including 'school' shoes. It is helpful that all members of staff look smart when these rules are being enforced.

Sports attire is not appropriate unless the lesson being taught or supported is a physical activity, (with the exception of colleagues working in the ASD provision).

The Cumberland School Specialist Sports and Applied Learning College Lesson

In order to achieve a whole school consistency in the way in which we deliver every lesson we need to affirm the key aspects of the policy, 'Professional expectations and obligations' into a series of planned pupil teacher interactions that should ensure conformity across the school.

- Pupils and teachers arrive promptly to classroom at the start of the lesson.
- The teacher meets and greets pupils, directing the pupils into agreed seating arrangements in the classroom.
- The pupils comply with all aspects of the Cumberland Code of Conduct on entry to and inside of the classroom.
- A register is taken of all pupils present. Any latecomers are reprimanded and appropriate sanctions given to latecomers.
- The pupils place equipment and planners on the desk in front of them.
- The teacher communicates clear Learning Objectives through a variety of strategies in accessible language at the start of the lesson. Pupils understand the 'big picture' and are clear about the learning outcomes they will achieve by participating in the lesson.
- The teacher delivers a suitably structured lesson that is effectively planned, using suitable teaching strategies and resources to ensure that it is matched to the individual pupils abilities within the class.
- The lesson should be well paced, challenging and stimulating providing pupils with opportunities to actively engage in the learning process.
- During the lesson the teacher implements a range of rewards and sanctions ensuring positive pupil motivation and a safe secure learning environment at all times.
- If it is a homework night for the class the teacher writes the homework down for pupils and pupils record the homework in their planners with details about the due date for return of homework.
- The teacher provides a learning environment that is stimulating for pupils and provides exemplar materials, which highlight the standards required to achieve high grades in the subject content.
- At the end of the lesson the teacher ensures that the classroom is left in a tidy condition and that pupils exit from the classroom in an orderly controlled manner.
- If it is the last lesson of the day chairs should be placed on the tables.