



ISP Teacher Role Profile

We put learners and learning first. Learning is affected by both internal factors (such as emotions, motivation and general health and wellbeing) and external factors (such as environment, curriculum and relationships). The external factor that has the most significant impact on our students' learning is the teacher.

At ISP, everyone is a learner. So, as one of our teachers, you are also a learner. Together, we will embark on an ongoing process of exploring, expanding and evolving your practice in ways that directly impact and improve student learning.

Learner (ISP definition)

Everyone at ISP is a learner.

As learners, we recognise that our mindset, experiences and actions drive our learning outcomes. With this awareness, we exercise voice, choice and ownership over our process of learning – leading our own learning and the learning of others.

ISP Principles

Begin with our children and students. Our children and students are at the heart of what we do. Simply, their success is our success. Well-being and safety are both essential for learners and learning. Therefore, we are consistent in identifying potential safeguarding issues and acting and following up on all concerns appropriately.

Treat everyone with care and respect. We look after one another, embrace similarities and differences and promote the well-being of self and others.

Operate effectively. We focus relentlessly on the things that are most important and will make the most difference. We apply school policies and procedures and embody the shared ideas of our community.

Are financially responsible. We make financial choices carefully based on the needs of the children, students and our schools.

Learn continuously. Getting better is what drives us. We positively engage with personal and professional development and school improvement.



ISP Teacher Role Profile

1. **Atmosphere.** You create a good learning atmosphere by building positive relationships and ensuring a safe, open, caring, collaborative and inclusive community (physical and virtual). You value and celebrate learner variability, enabling *all* learners to grow curious and confident minds through open and honest conversations about their learning and how they can get better. You engage in professional and respectful dialogue with colleagues and the wider school and ISP communities about learning and teaching, with a shared commitment to getting better together.
2. **Shared Ideas.** You create a strong sense of shared behaviours and purpose for *all* learners and their learning. You develop your priorities, targets, and aspirations for all aspects of learning and teaching, guided by your school's purpose, values, and beliefs. You actively nurture and develop students' skills towards your school's set of Life Competencies. Collaboration and commitment to all community members are central to your work, enabling you to contribute meaningfully to your school's Shared Ideas.
3. **A Focus on Learners and Learning.** You put learners and their learning first, striving to grow curious, confident minds for *all* learners. Your understanding of the difference between learning and the factors that affect learning enables you to plan and support a good struggle for *all* your students to get better. You are committed to your personal and professional learning and development, engaging in a series of learning visits and inquiries with colleagues and leaders to support your ongoing self-evaluation and reflection. You are an active and valued member of dynamic learning communities.
4. **Learning and Teaching.** Students and their learning are at the core of your planning, facilitation, assessment and evaluation. Your learning outcomes are clearly aligned with your school's chosen curriculum and programmes. You develop students' Life Competencies and enhance their learning by providing authentic learning experiences and leveraging EdTech, building their confidence to navigate the ever-changing world. You develop positive and supportive relationships with all stakeholders to ensure a focus on your students' learning academically, physically, socially and emotionally. You know individual students' learning phases, ensuring you effectively facilitate learning, teaching and assessing to meet learner variability by removing barriers to learning. You empower students to be curious and to lead their own learning, supporting them to monitor, evaluate and adjust their learning in response to feedback. You continuously inquire into the process of learning, making evidence-informed decisions and taking actions to further improve learning and teaching.

5. **Evidence of Learning.** You use your schools' tools and processes to gather, document, and analyse evidence of learning from various sources, enabling you to effectively identify targets and action steps for improving learning. You support students in knowing the different ways their learning can be evidenced and how to use feedback and learning advice to get better. You initiate ongoing learning visits and actively collaborate with your colleagues and students to discuss the evidence of learning gathered. You participate in discussions and use internal and external assessment results to make informed decisions. You make secure judgments about your students' learning in line with their personal learning goals, age and stage-appropriate expectations. You document and share evidence of learning to answer the questions: "*Are my students learning?*" "*How do I know?*".
6. **Leadership for Learning.** You see yourself as a leader for learning, and you support the learning of others (students, colleagues, and parents/carers). You are committed to your school's Shared Ideas and support others to continuously learn and get better, growing curious, confident minds. You empower students to become leaders of their own learning by helping them develop voice, choice, and ownership of their learning process and Life Competencies. You use your school's systems and processes to self-evaluate and lead your own learning, development, and wellbeing.
7. **Learning Spaces.** You purposefully design and use a range of learning spaces (physical and virtual) to showcase learning and progress, invite collaboration, promote curiosity and inquiry, support emotional and social development, and other ways of communicating and celebrating student learning. You reflect on and continually refine learning spaces to support and demonstrate your school's Shared Ideas about learners and learning. You collaborate with others to ensure *all* learning spaces are safe, collaborative, accessible and inclusive. You provide opportunities for students to take ownership of their learning, design and contribute to their learning spaces, and use them to develop all aspects of their learning (academic, physical, social and emotional).
8. **In Partnership with Parents and Carers.** You work in partnership with parents and carers, communicating with them regularly about their child's learning, inviting their feedback, and using it to improve learning. You help parents and carers understand the school's Shared Ideas about learners and learning in ways that help them to engage confidently when talking about what their child is getting better at, what their next steps are, and how they will be supported at home. You also build and maintain positive relationships with your parents and carers to develop trust and transparency, promoting a growth mindset for learning improvement initiatives. You respond to the individual needs of parents and carers, supporting them to feel informed and involved as valued members of the school's learning community.

9. **Learning Improvement Planning.** You are committed to learning and getting better and ensure this improvement happens strategically and effectively by applying the ISP Teacher Learning and Self-Evaluation Process. You gather evidence of the impact and visibility of learning improvements against the nine criteria in the ISP Teacher Role Profile and evaluate criteria to make secure judgments about progress towards your professional goals. You actively seek opportunities to collaborate and contribute to department and school-wide learning improvement planning and view the school's learning improvement plan as the central focus for getting better together.

ISP Commitment to Safeguarding Principles

ISP is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All post holders are subject to appropriate vetting procedures and satisfactory Criminal Background Checks or equivalent covering the previous 10 years' employment history.