

**COMMITMENT ACHIEVEMENT RESPECT EMPATHY SELF ESTEEM**

**Preamble:** Teachers make the education of their pupils their first professional concern, and they are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents and carers in the best interests of their pupils.

**Responsibilities and Professional Duties**

**PART ONE: TEACHING**

1. *Setting high expectations which inspire, motivate and challenge pupils*

1. Teach, according to their educational needs, the pupils assigned, including the setting and marking of work to be carried out by the pupils in School and elsewhere.
2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. Assess, record and report on the development, progress and attainment of pupils.
4. Demonstrate consistently the positive attitudes, values and behaviour expected of pupils
5. Establish a safe and stimulating environment for pupils, rooted in mutual respect
6. Supervise and, so far as practicable, teach any pupils whose teacher is not available to teach them.

2. Promote good progress and outcomes by pupils

1. Be accountable for pupils’ attainment, progress and outcomes
2. Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
3. Guide pupils to reflect on the progress they have made and their emerging
4. needs
5. Demonstrate knowledge and understanding of how pupils learn and how this impacts upon teaching
6. Encourage pupils to take a responsible and conscientious attitude to their own work and study.
7. Participate in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for pupils’ presentation for and supervision during such examinations.

3. Demonstrate good subject and curriculum knowledge

1. Have a secure knowledge of the current Mathematics curriculum, foster and
2. maintain pupils’ interest in the subject and address misunderstanding
3. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
4. Demonstrate an understanding of and take responsibility for promoting high standards
5. of literacy, articulacy and the correct use of standard English

4. Plan and teach well-structured lessons

1. Impart knowledge and develop understanding through effective use of lessons time
2. Plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
3. Reflect systematically on the effectiveness of lessons, programmes of work and accreditation, and approaches to teaching
4. Contribute to the design and provision of an engaging curriculum including the delivery of Schemes of Work and Medium Term Planning.

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

1. Know when and how to differentiate appropriately, enabling pupils to be taught effectively at whatever their stage of learning
2. Have a secure understanding of how a range of factors ((including Special Educational Needs and other learning differences) can inhibit pupils’ learning, and how best to overcome these

6. Make accurate and productive use of assessment.

1. Provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils
2. Understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
3. Use relevant data to monitor progress, set targets, and plan subsequent learning activities and give pupils regular feedback, both orally and through accurate marking

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

1. Have clear rules, routines, rewards and consequences for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy and house-points system
2. Maintain good relationships with pupils, exercise appropriate authority and act
3. decisively where necessary, safeguarding the health and safety of staff and young people, both when they are authorised to be on the School premises and when they are engaged in authorised School activities elsewhere.
4. Be aware of and incorporate into working with young people, their placement plans and risk assessments.

8. Management.

1. Take such part as may be required of you in the review, development and management of activities relating to the Maths curriculum, the organisation and pastoral functions of the School.
2. Ensure that Maths is represented appropriately across the Curriculum by working in collaboration with other teaching colleagues
3. Support in the organisation and running of STEM Days and Numeracy Days
4. Create a dynamic development plan for the department including syllabus and IT needs
5. Ensure that the department is appropriately resourced

9. Essential Administration

1. Participate in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the School and the ordering and allocation of equipment and materials.
2. Register the attendance and supervising pupils, whether these duties are to be performed before, during or after School sessions.

10. Buildings, Equipment and Facilities

1. Ensuring the fabric of buildings is safeguarded and maintained to high standards.
2. Ensuring equipment is used properly and safely and stored in appropriate ways.
3. Reporting faults and repairs whenever necessary.

11. Other Activities

1. Attend assemblies, and participate with the allocated tutor group in the delivery of the school’s assembly programme
2. Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you
3. Provide guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
4. Complete, to an agreed standard, any documentation relating to issues that have happened in the school – for example, Welfare Concerns, Records of Incidents.
5. Participating in the transport of children as a driver and / or escort to events or activities.
6. Make records of, and reports on, the personal and social needs of pupils.
7. Communicate and consult with the parents of pupils.
8. Communicate and co-operate with persons or bodies outside the School.
9. Participate in meetings arranged for any of the purposes described above.

12. Fulfil wider professional responsibilities.

1. Have regard to the School’s Safeguarding and Child Protection Policy, with particular reference to the need to the requirement to act in the best interests of pupils at all times; and never to behave in any way that could lead a reasonable person to question your conduct, intentions or suitability to care for other people’s children – see Staff Code of Conduct
2. Participate in meetings at the School which relate to the Curriculum for the School or the administration or organisation of the School, including pastoral arrangements.
3. Make a positive contribution to the wider life and ethos of the school
4. Develop effective, professional and collaborative working relationships with colleagues, knowing how and when to draw on advice and Deploy support staff effectively
5. Take responsibility for improving your professional performance by participating fully and positively in the school’s Performance Management/Appraisal programme, and by responding to advice and feedback from colleagues; and for participating in the Performance Management process for others where appropriate. In the case of a teacher serving an Induction period, participating in arrangements for supervision and training.
6. Have regard to the need for confidentiality in appropriate areas

**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 behaviour 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’ well-being, in accordance with statutory provision
* 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.