



EMPLOYMENT – STAFF CODE OF CONDUCT

Reviewed by (School Business Manager).....

Approved by the Board of Trustees (Chair):.....

Date:.....

Review Date:.....

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EMPLOYMENT - STAFF CODE OF CONDUCT

Introduction

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

This code of conduct applies to all staff, as well as to the Trustees, volunteers and student teachers attending the school.

School staff are role models and are therefore in a unique position of influence in terms of setting a good example to all pupils within the school. As a member of our school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school. In some circumstances, this applies outside working hours and outside the school premises.

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 behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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 subject(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 and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- Demonstrate a clear understanding of appropriate teaching strategies in area of teaching expertise.

4 Plan and teach well structured lessons

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

- 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
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils frequent 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 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
- Have high expectations of behaviour, 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.

PART TWO: ALL STAFF

Must:

1. 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.

PERSONAL AND PROFESSIONAL CONDUCT

All staff are 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 for all staff.

1. School staff uphold public trust in the teaching and associated profession and maintain high standards of ethics and behaviour, within and outside school, by:

Policies & Procedures – Employment Staff Code of Conduct

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a member of staff's professional position
 - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - Showing tolerance of and respect for the rights of others
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
2. All staff must have proper and professional regard for the ethos, policies and practices of the school and raise any concerns about the life or running of the school in a responsible and appropriate way. Staff and volunteers are obliged to familiarise themselves with the health and safety policy and adhere to it and must maintain high standards in their own attendance and punctuality.
 3. All staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Staff have an obligation to share with the school's Designated Person any information which gives rise to concern about the safety or welfare of a pupil. Staff must never promise a pupil that they will not act on information that they are told by the pupil.
 4. Staff should exercise caution when using information technology and be aware of the risks to themselves and others. Inappropriate use of social network sites may bring staff, the school or the school community into disrepute. For example, being personal friends with a pupil or (an ex-pupil under 18) on Facebook or following a student's profile on Twitter are both inappropriate. Staff may not use cameras for images other than for school use and according to Photography Policy and with reference to the Data protection Policy.
 5. Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication which may affect their ability to care for children, they should seek medical advice. Staff may only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.

Related Policies:

- Disciplinary Policy
- Grievance Policy
- Probation/Appraisal Policies
- Photography Policy

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