



## 2-9 Generic Teacher Responsibilities

### Policy

The policy of Guildford High School is to provide first class teaching for academically able girls which enables all pupils to increase their understanding and develop skills across the curriculum. Teachers must aim to foster in pupils an interest in their work and an ability to think and learn creatively and become enthusiastic, self-motivated and independent learners. In all areas of the curriculum teaching must encourage effort, be that intellectual, physical or creative. To this end staff must follow the points made in this document.

*This policy applies to all teaching staff, including those in the EYFS setting. The document is available to all interested parties on the school's website and in hard copy from the School Office. The school is committed to ensuring that the application of this policy is non-discriminatory, in line with the UK 2010 Equality Act and the school's own Equal Opportunities Policy. Guildford High School seeks to implement this Teaching Policy through the procedures set out in the rest of this document.*

### Curriculum Delivery

**Teachers at Guildford High School will aim to make every lesson outstanding by:**

- enabling pupils to acquire new knowledge and to make good progress according to their ability to increase their understanding and develop their skills in the subject being taught
- fostering the application of effort (intellectual, physical and creative), interest in their work, the ability to think and learn for themselves, and self-motivation
- displaying evidence of well-planned lessons, incorporating a range of effective teaching strategies and activities, using high-quality resources and with effective management of class time
- showing a good understanding of the aptitudes, needs and prior attainments of the pupils, and that these have been taken into account when planning lessons
- displaying a high level of knowledge and understanding by the teacher of the subject matter being taught, and communicate this enthusiastically to students
- ensuring that marking of pupils' work is both regular and thorough and that full records are kept in line with the Assessment, Recording and Reporting Policy.
- ensuring that pupil assessment is used to inform lesson planning so pupils can make progress, and evaluate pupil performance both in terms of the school's stated aims and national norms
- using effective strategies for managing behaviour and encouraging students to act responsibly.
- having high expectations of students
- creating a stimulating and positive learning environment
- inspiring trust and confidence
- being consistent with the aims of the PSHE and Citizenship policy and the Behaviour and Discipline Policy to manage behaviour and encourage pupils to behave responsibly
- not discriminating against any pupil in any way, in accordance with our statutory responsibilities (Part 6 UK 2010 Equality Act)
- not undermining in any way the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and respect for the protected characteristics of the UK 2010 Equality Act

**Teachers at Guildford High will:**

- keep abreast of current thinking and development in their subject area(s).
- assist the Head of Department with and take direction on the development of appropriate specifications, schemes of work and teaching styles
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- share resources and training materials with colleagues. Any resources made by teachers whilst in the employment of the school are the school's 'intellectual property' and resource sharing is therefore actively encouraged and expected.
- work with the other members of the department to ensure that all resources are well looked after and that departmental areas provide a stimulating environment for teaching
- contribute to departmental activities, e.g. enrichment work, clubs, societies and trips
- provide or contribute to oral and written assessments, reports and references relating to individual pupils
- attend Parents' Evenings. Any teacher unable to attend a parents' evening must produce a written report for parents on their daughter's progress.
- use e-Praise to reward achievement, detentions to sanction poor behaviour and the pastoral and academic concern tools on ISAMS when these arise. News of outstanding achievements by individuals should be passed on to the Head of Year and also to the Director of Marketing.
- take appropriate action in cases of extended student absence e.g. posting work on Word Press/Showbie/Edmodo or directly contacting pupil
- attend and contribute to relevant meetings when required
- be involved in a House and attend House meetings and supporting House events
- take part in or lead one or more extra-curricular activity
- attend and support assemblies and extra-curricular events e.g. concerts, plays
- meet the health and safety requirements of the school and report any health and safety issues in accordance with the Health and Safety Policy and Fire Safety Policy
- be familiar and implement the First Aid policy and procedure and report to the School nurse any items used from the first aid kits
- ensure their teaching environment is clean and tidy
- carry out a share of supervisory duties in accordance with published schedules and the Supervision Policy
- be familiar with all key school policies, available in the School Handbook on the intranet.

**Pastoral Care is the responsibility of all members of teaching staff at Guildford High School, staff must:**

- contribute to the pastoral care and personal development of pupils
- create time for pupils and get to know them as individuals
- support pupils in their extra-curricular activities by trying to attend sporting, musical and dramatic events
- support pupils through maintaining appropriate confidentiality and the highest standards of professionalism
- seek to address the aims of the school as set out in the Pastoral Care Policy and PSHE and Citizenship Policy
- report any pastoral concerns to the Head of Year or in serious circumstances the Deputy Head Pastoral in the Junior School to the Head of Junior School
- be fully conversant with the Child Protection policy and report any concerns or allegations to the Senior Designated Person (the Headmistress, Fiona Boulton) or one of her designated deputies . This includes having an awareness of the school's Prevent Strategy.
- be aware of pupils on the Special Consideration List and consult the TLC list frequently and in the Junior School the Pastoral List
- complete registration in line with the school's procedure



- attend Information Evenings at the beginning of the academic year if applicable

**Professional Development is an important aspect of teaching at Guildford High School. Staff should:**

- take responsibility for their own professional development and use the outcomes effectively within school. This includes making the most of opportunities provided within school to learn about using new technologies, especially iPads, to complement the curriculum.
- attend whole school INSET sessions. Part-time staff are expected to attend INSET days on at least a pro-rata basis, even if the INSET falls on days when they are not normally in school.
- complete statutory Child Protection training every three years as well as annual briefings/read material circulated as bulletin items. Volunteers are made aware of the arrangements for such training sessions.

**And in all matters teachers must remember that they are setting an example to pupils at Guildford High and their behaviour and dress must reflect this responsibility.**

This policy is supported and complemented by:

The Curriculum Policy

iPad policy

The Special Educational Needs Policy

Assessment Reporting and Recording Policy

Behaviour and Discipline Policy

Supervision Policy

Pastoral Care Policy

PSHE and Citizenship Policy

Child protection policy

United Learning Student-Staff Relationship letter

Date of next review: October 2019

