

GUIDANCE

Teaching at Spires Academy

A teacher should -

▪ **Annually**

- ⇒ Review the Professional Standards; they should underpin your practice and are at the core of the Academy's approach.
- ⇒ Use your Performance Review to shape your priorities for professional development during the coming year.
- ⇒ Review the progress made by every student you teach with your Director of Learning. Consider what needs to improve for the next year.
- ⇒ Plan an outline schedule with assessment checkpoint tasks for your courses in the coming year. Decide where and how you are going to utilize and develop students' Literacy, Numeracy and ICT skills. Make sure necessary risk assessments are in place.
- ⇒ Know about national expectations of attainment & progress. Find out about the students you are going to teach. Check AEN lists and information to discover particular needs. Know your students' current levels of achievement and targets.

▪ **Termly**

- ⇒ Review each student's work for the term, providing feedback on progress generally as well as performance in the Assessment Checkpoint. Make clear to students what they have to do to improve to the next level of learning.
- ⇒ Use assessment results to refine plans and strategies for the coming term. Work out why students are either progressing well against targets or slipping behind. Consider what more needs to be done in terms of differentiation to meet individual student's needs and discuss with Directors of Learning additional interventions that may be required.
- ⇒ Decide what Study Work you are going to set and make sure Learning Support Assistants know what needs to be done.
- ⇒ Check your plans for the Term against your schedule for the year making revisions as necessary.

▪ **Weekly**

- ⇒ Plan your lessons thoroughly, differentiating activities to help students access what you want them to do and make progress.
- ⇒ Plan and evaluate at least one lesson using the Academy's pro formas.
- ⇒ Spend at least 15 minutes in another colleague's lesson identifying good practice and adapting it to suit your classes.
- ⇒ Mark the work for at least half of the students you teach, providing grades / levels and formative comments on how to improve.
- ⇒ Make a list of the students causing you concern, devising strategies to remedy things the following week.

▪ **Daily**

- ⇒ Support the Academy ethos: smile; be punctual; firm but approachable; calm; organized; and on duty when you should be!
- ⇒ Make a note of absent students and plan for them to catch up the work missed when you next see them.
- ⇒ Reward good learning and response in lessons, and be quietly determined in following up on all areas of concern.
- ⇒ Maintain tidy learning environments, remembering that other people will share areas with you.
- ⇒ Plan, issue, collect and mark homework in line with Academy policy.

Support is provided by the Director of Learning and colleagues with enhanced responsibilities

Teachers are accountable to their Director of Learning