

Shared expectations for teachers

March 2021 (last reviewed & updated in June 2023 involving all teachers)



**Bigland
Green
Primary
School**

This copy belongs to **Name**

The **shared expectations** from teachers will ensure that we work towards our mission [*to increase children's life chances*] and are rooted in Bigland Green's Learning Vision for staff members with emphasis on the following:

1. invest between 7 to 10 hours of non-directed time a week ensuring that the latest start in the morning is by 8:15 AM¹;
2. *basic planning* and *resourcing* for the week ahead to be completed and the draft plan to be accessible to all teachers in the Year group (e.g. saved on the shared drive) by Friday 5:00 PM² unless the PPA is on Friday (in which case it should be done by Monday 8:00 AM);
3. doing what is necessary to make all learning engaging by providing constructive feedback to pupils. Ensuring the classroom environment is conducive to learning and catering for individual pupil's needs by having good subject knowledge;
4. to make time each day to reflect on what has been achieved, and be fully prepared for the day ahead with detailed planning, resources and spaces to be used;
5. doing at least one thing each day that helps another person in the team and/or school with their teaching and learning duties;
6. consistently following school policies and taking responsibility for own professional development and growth, and;
7. asking for help from others (at all level) and utilising feedback given to secure improvement on previous best.

Bigland Green's mission is to increase children's life chances by providing them with the knowledge, skills and care to be: **successful learners, confident individuals, and responsible citizens.**

Learning Vision

Key indicators for staff members to achieve the school mission



Character education

Know and use the life skills required for high achievement, excellence and fulfilment. Be a good human being and respect differences.

- Teach essential life skills that allow all pupils to have high attainment.
- Modelling grammatically correct and standard English.
- Be a good role model, show empathy, tolerance & respect – teach this as part of the curriculum.
- Hold each other to account for high quality learning (e.g. planning, teaching, assessment and care to all pupils).
- Model care for the environment for pupils to emulate.



High expectations

Doing the right thing all day, every day and taking great pride in what we do.

- Take pride in everything you do and never tolerate the second best from yourself or others e.g. time-keeping & dress-code.
- Make sure expectations are clear and consistent so that we foster irresistible learning.
- Ensure teaching and learning, the learning environment and resources are of a high standard.
- Give praise and encouragement to pupils for their achievement.



Curiosity & challenge

Being curious about the world around – thinking and asking Big Questions to increase our knowledge and understanding.

- Make good use of 'Big Thinking' across the curriculum.
- Be confident, well prepared and take risks in teaching and learning.
- Do the necessary research/study to update own subject knowledge of the units to be taught and teach with passion.
- Share own research and reading with pupils to model 'life-long learning'.



Resilience & teamwork

Never giving up when things are tough and always striving together to get the best for everyone.

- Be clear about individual and collective responsibility (teachers to be in school by 8:15 AM to support their teams).
- Have confidence to ask and allow self and others to learn from mistakes.
- Focus on the 'big picture' and exercise flexibility.
- Listen to and support each other to make things manageable and contribute to learning discussions.



Pace & balance

Using every available moment for our best learning. Growing with and promoting the Big Values.

- Use every minute of directed time for teaching and learning.
- Maintain a healthy work-life balance and work SMART.
- All resources ready in preparation beforehand (e.g. before 8:40 AM for the morning sessions); plan meaningful trips/visits in advance.
- Always being on time throughout the day (e.g. pupils go out and are collected on time from play and lunch).



Aspiration to inspire

Having dreams that excite us and others in our school community and beyond.

- Teachers enthuse and inspire children through a variety of dynamic teaching styles.
- Teachers instil and promote 'dreams' in their pupils by sharing own experiences and exposing children to different career opportunities.
- Take responsibility for own CPD & professional growth.
- Have the mindset 'what I can do for the school – not what the school needs to do for me'.

¹ For teachers working part-time in the afternoons, this means that on average they would start an hour earlier than their directed time.

² The basic plan and resourcing can be adapted as needed at any point (and what is saved on Friday can be changed).

Progression steps for shared expectations for teachers_ draft_version7



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<p>1. Non-directed time</p> <p>[Invest between 7 and 10 hours of non-directed time a week ensuring that the latest start in the morning is by 8:15 AM]</p>	<p>Key Monitoring Autumn 2023</p> <p>Half-termly audit by headteacher and communication of the information to individuals by email.</p>	<p>a. Be in the building before 8:15 AM ready to start.</p> <p>b. Between 7 and 10 hours non-directed time spent consistently over time.</p>	<p>c. Reflective, adaptive and flexible practice in regards to working with parallel teacher and team; common understanding and awareness of each other's strengths and needs.</p> <p>d. Coming to work with a positive mindset and leaving work with the same feeling.</p> <p>e. Holding colleagues to account to ensure effective use of time by self and others.</p> <p>f. Utilising non-directed time skilfully for short and long term tasks that benefit pupils' education and promote good work-life balance for staff members.</p>	<p>g. Making excellent judgement on the best use of time to achieve great learning and with pupils' progression at the forefront of decision making.</p> <p>h. Being more flexible in how the time is used to meet priorities.</p> <p>i. Productive use of non-directed time to ensure great quality-first teaching.</p> <p>j. Sharing of workload amongst team members based on strengths and weaknesses.</p> <p>k. Having a strong sense of pride in work and self – good work-life balance.</p>
<p>2. Basic planning and resourcing (physical aspects)</p>	<p>Weekly planning:</p> <p>i. Saved on shared drive on Friday by 5 PM³.</p>	<p>a. Plans printed and displayed on classroom board on time.</p> <p>b. Resources ready for DLR.</p>	<p>g. Insights gained are carefully noted and used for the medium term planning for the term ahead.</p>	<p>k. Being fully prepared and attend the PPA with ideas for planning for the week ahead.</p> <p>l. Making connections between different learning in the classroom.</p>

³ Unless the PPA is on Friday – in which case this should be done by Monday 8:00 AM.

<p>[Basic planning and resourcing for the week ahead to be completed and the draft plan to be accessible to all teachers in the Year group (e.g. saved on the shared drive) by Friday 5:00 PM unless the PPA is on Friday - in which case it should be done by Monday 8:00 AM]</p>	<p>ii. Displayed in the classroom by 8:15 AM on Monday.</p> <p>iii. Printed copy (overview only) is submitted to the Team Leader when asked.</p>	<p>c. Differentiated learning and resources, links to resources.</p> <p>d. Skeleton planning available on the shared drive by end of PPA day for core subjects and on shared drive by 1.00 PM Friday to allow others colleagues to feed back.</p> <p>e. Differentiated resources for at least Monday and Tuesday shared with parallel teachers.</p> <p>f. First 15-20 minutes of the PPA to be used for a planning mind-map. Include a copy of this in printed weekly plans.</p>	<p>h. Fully aware of resources - consistently using good quality resources to support learning.</p> <p>i. Friday is the day used to make changes or fine tuning of learning for groups/classes/sets.</p> <p>j. Level of differentiation is carefully matched to pupils' learning needs, taking into account the progress that they are making.</p>	<p>m. Carefully planning the use of outside spaces and ensuring that resources used provide high quality experience and outcomes.</p> <p>n. Sharing resources effectively within the team. Always thinking of year group/school - not just own set/class</p> <p>o. Using teacher assessment to identify gaps and address them.</p> <p>p. Differentiation linked to assessment and prior learning.</p>
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<p>3. Ensuring learning is engaging for all pupils</p> <p>[Doing what is necessary to make all learning engaging by providing constructive feedback to pupils. Ensuring the classroom environment is conducive to</p>	<p>i. Learning walls reflecting the learning in progress – always up-to-date. All flipchart papers to be dated.</p> <p>ii. Classroom and corridor displays changed to reflect current</p>	<p>a. Having a good understanding of the Bigland Green Curriculum and planning learning accordingly.</p> <p>b. Feedback and classroom environment – focused on pupils' learning.</p> <p>c. Modelled write/outcome are displayed at start of units of learning.</p> <p>d. Learning walls/displays up-to-date and reflecting current learning. Learning</p>	<p>e. Demonstrating genuine passion for the subjects of the national curriculum/EYFS bringing own experiences and deep knowledge to the learning.</p> <p>f. Clear understanding of all pupils learning needs/interests (not just those with specific needs) which is used in the planning and delivery of the learning.</p> <p>g. Learning is made explicitly meaningful so that pupils know how to apply their learning in their lives.</p>	<p>h. Most lesson time is spent on pupils learning/ doing – children's talk, thinking, applying.</p> <p>i. Showing skill and knowledge in adapting/bringing to life the BG curriculum with deep understanding of the learning (not activity led learning).</p> <p>j. Adults draw upon 'light-bulb' moments to enhance learning and shares/influences across the team.</p> <p>k. Adults taking risks to maximise learning experiences for all pupils.</p>
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learning and catering for individual pupil's needs by having good subject knowledge]	learning – all displays stays for no more than one term.	walls to be accessible for all learners.		<ul style="list-style-type: none"> l. Exemplary learning environment and supports others in team to raise standards. m. Clear progression in the development of knowledge and understanding. n. Meaningful links to support the development of deeper understanding – rich learning experiences that are memorable, so that children know and remember more.
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<p>4. Reflection on each day</p> <p>[To make time each day to reflect on what has been achieved, and be fully prepared for the day ahead with detailed planning, resources and spaces to be used]</p>	Previous week's plans - All teachers' (class, set, PPA etc.) planning folders with annotated plans to be available on Monday before 8:30 AM for Team Leaders and others.	<ul style="list-style-type: none"> a. Arrangements for the day and plans are annotated as needed b. Basic plan and resources are ready for the next day which anyone can pick up in their absence. c. Informal conversations about learning with colleagues d. EYFS using tick off observation sheet to gain overview of learning 	<ul style="list-style-type: none"> e. Plans are annotated to inform daily assessments (e.g. for next lessons, interventions etc.) f. DLR is planned ahead – discuss lessons from the previous day in a systematic manner. DLR clarifies planned learning for the day for all staff g. Resources available are adapted in a more precise learning focused way. Discussed as to why developed. h. Read marking/observations from other adults in class 	<ul style="list-style-type: none"> i. Plans insightfully annotated and communicated with all staff in team – swift actions are taken as necessary. j. Looking at children's books for an overview of learning and feed into next day's learning/DLR for all staff. k. DLR planned, systematic and proactive (everyone is involved and engaged) l. Proactively sharing the learning to get better understanding of what worked and what can be even better.
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<p>5. Act of kindness for T&L</p> <p>[Doing at least one thing each day that helps another person</p>		<ul style="list-style-type: none"> a. Small acts of kindness that have big impact - smiling, saying good morning, offering beverages, asking colleagues how they are etc. 	<ul style="list-style-type: none"> f. Photocopying enough for the year group and always thinking about the whole year group. g. DLR is used to boost learning and morale of all staff members. 	<ul style="list-style-type: none"> m. Understanding each other's strengths and weaknesses and always interacting with a positive mindset. n. Always highly professional and being a positive role model for others. o. Showing and not just telling. Providing teaching ideas and resources across the
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<p>in the team and/or school with their teaching and learning duties]</p>		<p>b. Sharing resources e.g. photocopying for parallel class or sharing templates.</p> <p>c. Leaving things 'as found' if not in better condition for others to use. Report shortage and replenish resources where possible.</p> <p>d. Be open to constructive criticism at all levels and act on feedback.</p> <p>e. Approaching others with compassion and treating others how you would like to be treated – valuing others' contribution.</p>	<p>h. Sharing of physical resources and being mindful before storing that others may need to use.</p> <p>i. Sharing good practise and providing constructive feedback.</p> <p>j. Having a shared ownership for the team, even during absences - going above and beyond, have transparent communication.</p> <p>k. Professional conscience - looking at the wider picture and own moral compass as teachers.</p> <p>l. Taking on leadership responsibility and using initiative in own setting so everyone has a positive experience.</p>	<p>year group for better consistency and teamwork.</p> <p>p. Sharing of tweaks made to learning along with questions or strategies that worked well.</p> <p>q. Going beyond own year group and team to support others across the school.</p> <p>r. Reflecting through and highlighting colleagues' achievements and their positive impact - to be appreciated and be emulated.</p>
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<p>6. Following school policies</p> <p>[Consistently following school policies and taking responsibility for own professional development and growth]</p>	<p>All work to reflect school policies. Make arrangements and keep records in class of:</p> <ul style="list-style-type: none"> ▪ Feedback and assessment ▪ Behaviour management ▪ Racial/bullying ▪ Meeting with parents ▪ Trips & visits <p>Teachers to check for CPD available on</p>	<p>a. Taking the time to read and understand school policies – remaining up-to-date.</p> <p>b. Regularly checking emails, but not during directed teaching time.</p> <p>c. Reminding pupils about the behaviour policy and implementing it consistently.</p> <p>d. Holding others accountable and using positive language that can change behaviour.</p>	<p>e. Modelling positive behaviour and attitudes at all times.</p> <p>f. Implementing and applying – making sure that own work and practice reflects the school policies.</p> <p>g. Linking school policies to personal targets.</p> <p>h. Engaging in CPD on school policies.</p> <p>i. Reading and responding to policies when they are shared in draft form.</p>	<p>j. Giving feedback on school policies.</p> <p>k. Holding people to account in order to support others by offering constructive feedback.</p> <p>l. Being a positive role model for other colleagues.</p> <p>m. Taking responsibility for own professional development and growth.</p> <p>n. Understanding how the policies link together as a whole school.</p> <p>o. Regular discussions prompted informally in conversations to better understanding.</p>
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	THEP website – TLR and SLT to share CPD courses as relevant with others			
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<p>7. Seeking help, utilising feedback</p> <p>[Asking for help from others (at all level) and utilising feedback given to secure improvement on previous best]</p>	<p>All teachers to use the 'reflective journal' to capture and reflect on professional growth.</p>	<p>a. Not being afraid to say 'I don't know', and allowing others to learn from mistakes.</p> <p>b. Responding to all feedback in a professional manner.</p> <p>c. Responding positively when help is sought.</p>	<p>a. Knowing who to approach for the support required.</p> <p>b. Answering questions posed by others, when others need help.</p> <p>c. Be prepared to share strengths to support others when asked.</p> <p>d. Being able to ask for help and support (teaching, team relationships, personal) without the fear of being judged.</p> <p>e. Being confident in asking for help from colleagues who are not in the team or are not familiar.</p> <p>f. Helping colleagues who ask for help with a positive attitude and providing an explanation if you are not able to assist.</p> <p>g. Responding in a timely manner.</p> <p>h. Applying the feedback given in a timely manner.</p>	<p>i. Taking ownership over own professional development - asking for help, before something becomes an issue or a concern.</p> <p>j. Being proactive in offering colleagues the support which they seek.</p> <p>k. Offering colleagues the opportunity to gather all information so that they are able to provide constructive support, advice or guidance.</p> <p>l. Coaching each other so there is no hierarchy of authority but reciprocal support.</p> <p>m. Knowing own strengths and weaknesses and stepping in where needed and in an appropriate manner.</p> <p>n. Not being afraid to suggest tweaking ideas to achieve better results.</p> <p>o. Taking initiative to give suggestions even if not used because it could lead to other ideas.</p>
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