



THE ISLAND FREE SCHOOL

## **Expectations of all staff**

All staff employed by The Island Free School are expected to model the aspirations and ethos of the school as laid out in our founding documents. Further to this all staff are expected to:

- Engage fully with the curricular, extracurricular and pastoral responsibilities and in doing so uphold the vision and ethos of the school.
- Participate in and organise high quality enrichment, intervention and engagement activities as part of the extra-curricular hour.
- Support the school in developing students religious education through participation in the RE days and in the daily running of the school.
- Take responsibility for the academic and pastoral development of a small group of students as a personal mentor/form tutor.
- Eat lunch with the student body.
- Conduct themselves in a professional and collegiate manner at all times and treat colleagues, pupils, parents and members of the community with respect.
- Fulfil all other duties, as directed by the head teacher, with enthusiasm and to the best of her ability



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## Expectations of Teachers

Teaching staff at The Island Free School are expected to model the aspirations and ethos of the school as laid out in the **expectations of all staff**. Further to this teachers are expected to:

- Develop a positive learning environment based on mutual respect in their classroom
- Plan and deliver high quality lessons which take into account the learning needs of all students ensuring a healthy culture of learning and enquiry
- Take responsibility for promoting high standards of literacy including the correct use of spoken and written English (whatever their specialist subject)
- Set and mark the work, assessments and homework of their students taking account of correct spelling, grammar and punctuation in line with the schools marking policy
- Support, record and report accurately upon the progress of individual students in their classes at regular intervals and in data, verbal and written form to parents
- Managing pupil behaviour in the classroom and on school premises, and to apply appropriate and effective measures in cases of misbehaviour
- Engage fully in the school CPD and INSET training programme and to keep up to date with developments in their subject area as well as with general developments in secondary education
- Attend timetabled staff meetings, parents evenings, open evenings and community evenings
- Engage fully in the school lesson observation programme both as observer and observed
- Conduct themselves, at all times, in a professional and collegiate manner and to treat all colleagues and students with respect
- Create and maintain a stimulating and well-presented learning environment in classrooms and the surrounding corridors



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## Expectations of Heads of Department

Heads of department at The Island Free School are expected to model the aspirations and ethos of the school as laid out in the expectations of **all staff** and **classroom teachers**. Further to this heads of department are expected to:

- Develop a clear scheme of work for each year group. Schemes of work should include clear objectives, differentiated success criteria, suggested methodology and resources and opportunities for differentiation identified. Schemes of work should also have clear references to the development of Literacy, ICT and PSHEE
- Monitor the teaching and learning in their departments ensuring that lessons are appropriately planned, delivered and resourced to meet the needs of each individual in the class
- Support and guide all colleagues working in their departments both as part of the performance management process and as part of the schools CPD programme.
- Monitor the teaching and learning environment within their department and ensure that well-resourced, stimulating and well presented.
- Monitor the marking, assessment and homework setting of their department, share this monitoring with others in the department, all other departments, the senior leadership team and governing body where appropriate.
- Analyse the progress and attainment data at subject, class and individual level. It is further expected that department heads will share this analysis with their department, the senior team and the governors where appropriate.
- Develop robust actions plans each year which will support the development their subject in line with whole school development plans. Actions plans should take account of:
  - The academic development of each individual, class and cohort
  - The development of all staff in their department including line management, performance appraisal and professional development.
- Review, update and revise all relevant documentation as directed.



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## Expectations of senior leadership

Senior leaders at The Island Free School are expected to model the aspirations and ethos of the school as laid out in the expectations of **all staff, classroom teachers** and **heads of department**. Further to this senior leaders are expected to:

- Support heads of department in developing schemes of work which support the wider aspirations of the school. It is the responsibility of senior leaders to ensure that opportunities for cross curricular development are explored and delivered.
- Support heads of department in monitoring the teaching and learning in all departments and ensuring that all subjects offer a consistent academic diet to support the development of each individual pupil.
- Ensure that the marking, assessment and homework setting of all departments is consistently applied and that opportunities to share and develop good practice are provided to all staff.
- Lead on the analysis of whole school performance data at a whole school and cohort level. It is further expected that senior leaders will share this analysis with middle leaders, teaching staff, parents, governors and pupils where appropriate and that she will support heads of department in analyzing performance of subject classes and cohorts in comparison with other subject areas.
- Lead the development of the whole school development plan
- Lead on the quality assurance of teaching and learning
- Lead on CPD and performance management and ensure these meet the needs of the school
- Lead on all aspects of the day to day running of the school as directed by the Headmaster
- Support middle leaders in developing subject specific development plans which support whole school development. Senior leaders will take a lead role in:
  - Line management
  - Performance appraisal
  - Professional development