**Haytor View Community Primary School & Nursery**

**APPENDIX 1 Roles and Responsibilities**

*Learning together - enjoying success - aiming high - celebrating difference – enriching community*

**ROLES AND RESPONSIBILITIES**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

All staff will model for children:

* Aspirations for and a commitment to all children;
* Professionalism;
* Behaviour and respect in accordance with the school ethos;
* Appropriate appearance;

**Teachers at our school will:**

* Promote the ethos of the school
* Follow the expectations for teaching and professional conduct as set out in the Teachers’ Standards
* Follow the expectations as set out in this policy and linked policies;
* Ensure that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and identifying relevant professional development to improve personal effectiveness
* Engage with other professionals keeping them accurately informed of performance and progress or concerns they may have about the children they work with
* Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
* Provide a neat, tidy and stimulating learning environment that celebrates children’s achievements and promotes high standards of learning
* Contribute as a team member, to the development of the school and their phase through sharing best practice with others
* Commit to self reflection, self evaluation and development of pedagogy and practice
* Demonstrate and model themselves as learners;
* Establish a good routine at the start of each day: greeting the children, smiling, taking the register promptly at 8.50am and commencing teaching at 9am;
* Have a visual timetable in place using the widget symbols to represent subject areas, which is referred to and updated daily;
* Actively engage parents/carers in their child’s learning with termly newsletters outlining key learning across the curriculum;
* Update parents/carers on students’ progress through the annual report on progress and parent/carer consultation;
* Clearly communicate the purpose of home learning ensuring any home learning is accessible to all;
* Set appropriate homework that matches children’s needs to reinforce and extend what is learned in school;
* Communicate their standards and expectations in every classroom
* Be accountable for, and consistently implement, the school’s Relational Policy
* Know each child well and differentiate support to meet their individual learning needs;
* Use agreed assessment for learning strategies;
* Use assessment data to inform future planning and raise achievement
* Use effective marking and feedback as detailed in the relevant policy;
* Ensure that feedback for learning is effective in ensuring that children make significant and sustained gains in their learning.
* Systematically and effectively check children’s understanding using a variety of effective AfL strategies, anticipating where they may need to intervene to consolidate learning;
* Intervene and support those children who are falling behind and not achieving their full potential
* Provide effective lessons and learning opportunities ;
* Identify and use resources to support learning;
* Have high expectations of children and celebrate achievement;
* Implement the curriculum;
* Have clear strategic planning which allows the curriculum to be dynamic and adapt to the context of the school and children’s needs;
* Plan lessons that enable and challenge children to learn key knowledge;
* To deliver lessons with clear objectives, success criteria and challenges to ensure children reach their potential;
* Support children in understanding how learning fits into the ‘big picture’;
* Use well-judged teaching strategies, resources and learning styles matched to the children’s learning needs, including a variety of independent, pair and group activities for learning;
* Scaffold children’s learning through modelling;
* Work closely with Learning Partners and other adults to ensure all students can access the curriculum and make progress;
* Ensure that the teaching of reading, writing, oracy and mathematics is highly effective.
* Commit to reflection and improvement of pedagogy

**Learning Partners at our school will:**

* Meet the expectations set out in relevant school policies;
* Demonstrate and model themselves as learners
* Assist the classroom teacher in promoting the ethos of the school;
* Commit to improving their own practice through reflection and self-evaluation
* Ensure that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and identifying relevant professional development to improve personal effectiveness.
* Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all children’s including, where appropriate, those with special educational needs and disabilities.
* Communicate effectively and sensitively with children to adapt to their needs and support their learning.
* With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the children they work with.
* Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
* Understand their responsibility to share knowledge to inform planning and decision making.
* Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues.
* Communicate their knowledge and understanding of children to other school staff so that informed decision making can take place on intervention and provision.
* Know children well and differentiate support to meet their individual learning needs
* Support teaching and learning with flexibility and resourcefulness
* Use agreed assessment for learning strategies
* Use effective marking and feedback as required
* Ask questions to make sure they’ve understood expectations for learning
* Identify and use resources to support learning
* Have high expectations and celebrate achievement

**Leaders at our school will:**

* Have a clear and ambitious vision for providing high-quality, inclusive education to all
* Celebrate achievement and have high expectations for everyone
* Hold staff and children to account for their teaching and learning
* Plan and evaluate strategies to secure high-quality teaching and learning across the school
* Manage resources to support high-quality teaching and learning
* Provide support and guidance to staff through self reflection, coaching, mentoring
* Monitor the impact of continuing professional development (CPD) opportunities to develop staff’s practice and subject knowledge
* Sharing best practice
* Promote team working
* Address underachievement and intervene promptly
* Implement a supportive and collaborative approach to improving pedagogy across the school through the school’s the whole school information sharing to support development programme, to include: observations, learning walks, book reviews, pupil voice
* Support the development and work of subject partners to include subject reviews
* Senior Leaders lead, support, guide and advise Middle Leaders and follow, evaluate and robustly monitor the impact of Learning & Teaching with Subject Partners and Phase Leaders

**Subject Partners at our school will:**

* Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills
* Sequence lessons in a way that allows children to make good progress
* Use budgets effectively to resource their subject, providing teachers with necessary resources for learning
* Drive improvement in their subject, working with teachers to identify any challenges
* Moderate progress across their subject, for example, systematically reviewing progress against a range of evidence and reviewing performance data
* Create and share clear intentions for their subject
* Encourage teachers to share ideas, resources and good practice
* Review the end of sequence evaluations for their subject

**Children at our school will be supported in:**

* Taking responsibility for their own learning, and support the learning of others
* Meeting expectations for good behaviour for learning at all times, respecting the rights of others
* Attending all lessons on time and be ready to learn
* Being curious, ambitious, engaged and confident learners
* Knowing their targets and how to improve
* Putting maximum effort and focus into their work
* Completing home learning as required
* Taking responsibility for their own learning
* Meeting expectations for good behaviour for learning

**Parents at our school will be supported in:**

* Valuing learning
* Encouraging their child as a learner
* Making sure their child is ready and able to learn every day
* Supporting good attendance
* Participating in discussions about their child’s progress and attainment
* Communicating with the school to share information
* Encouraging their child to take responsibility for their own learning
* Supporting and giving importance to home learning