

# Professional Behaviours

The following 'Learn that' statements have been addressed through taught sessions, both in Whole School Issues and in Maths. The 'taught sessions' referred to below are maths specific sessions.

## Learn that....

1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
7. Engaging in high-quality professional development can help teachers improve.

## Corresponding Taught Sessions

Reflective Practitioners  
SEND Presentations  
Placement Preparation  
Effective Implementation of Feedback (Dec)

## Learn How To....

Develop as a professional, by:

- Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
- Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Strengthening pedagogical and subject knowledge by participating in wider networks.
- Learning to extend subject and pedagogic knowledge as part of the lesson preparation process.
- Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.
- Engaging critically with research and using evidence to critique practice.

Build effective working relationships, by:

- Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.
- Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.
- Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.
- Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.
- Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).
- Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.
- Preparing teaching assistants for lessons under supervision of expert colleagues.

Manage workload and wellbeing, by:

- Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.
- Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).
- Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).

## Mentor Meeting Activity

### Pre-reading:

Check the school calendar for dates of parents evenings, reporting deadlines for any classes you'll be teaching or form group you're working with.

Familiarise yourself with the school handbook / policies around staff dress code, timings to be on site email protocols and contacting home..

Make sure you're aware of who the school Safeguarding Lead is and the process of reporting any concerns regarding staff and students.

Review the SEND information for students you will have contact with.

During your mentor meeting make sure you're aware of the dates and times for whole school CPD sessions, departmental and pastoral meetings. Moreover make sure you're aware of when the school is running open evenings for year 6 and year 11 students, awards evenings, or any additional parent sessions, for example year 11 and 13 exam preparation parent meetings.

Discuss opportunities to support extra curricular activities or revision / intervention sessions.

Ensure lesson reflections are up to date and visible on Pebblepad for mentors to see how your reflection has informed your future practice.

Discuss a timeline to provide host teachers with lesson plans to allow suitable time for them to review them and offer feedback.

Discuss how host teachers plan for and communicate with teaching assistants to ensure all learners are effectively supported.

## Follow up Activity

Observe a lesson with TA support. Pay particular attention to how the teacher and TA work together and communicate with each other to enable all students to be supported.

Attend a parents evening (ideally for a class that you are working with). Discuss with the class teacher how they prepare for this, what data and paperwork they prepare and what

follow up actions are taken following parents evening conversations and non attendance of parents.

Attend after school revision sessions or extra curricular activities to support colleagues within your own or other departments.

Plan an opportunity to communicate with the parents/ carers of a class you're working with following departmental policies. This may be a weekly celebration call, postcards or letters sent home to reward hard working students or a behavioural update for more challenging students to inform parents / carers how their focus in class is progressing.

Talk to host teachers about how students SEND needs affect their learning in class and the steps they take to mitigate these