



## Teaching at Wellington

Teaching at Wellington is underpinned by three pillars which form the principles, ethos and attitude expected and which govern the way tasks and responsibilities are undertaken.

Alongside these, Teachers are expected to abide by the School's Code of Conduct and the Code of Conduct and Practice from the General Teaching Council.

### Professional Standards – 'The Three Pillars'

#### **Building outstanding relationships:**

We want each of our pupils to feel known, valued and understood and the relationships we form across our community are central to achieving this.

#### **The pursuit of excellence:**

We aim to do the best we can in all we do and to be the very best version of ourselves at all times.

#### **A love of learning:**

In all its settings and in all its forms, we believe in the innate value of learning about and engaging with the world around us.

We celebrate our ethos of being 'one school' but recognise that children of different ages have different academic, pastoral and social needs. Our Senior and Prep Schools work closely today and share an overarching belief in doing all we can to support the children in our care in becoming all they can be.

### Generic responsibilities and duties of all teaching staff

All Teachers play an active role in supporting academic, pastoral and co-curricular strands of school life to meet the general aims and objectives of the School, in line with the Strategic Plan.

Teachers should refer to separate job profiles for more specific detail on particular subject areas or additional responsibility roles.

Teachers' duties fall into four areas of responsibility, as follows:

#### **i) Academic Teaching**

- a) Planning and preparing courses and lessons.
- b) Teaching the pupils assigned to him/her, including the setting and marking of work carried out by the pupil.

c) Assessing, recording and reporting on the development, progress and attainment of pupils.

### **ii) Welfare of Pupils**

Teachers are responsible for the pastoral care and general welfare of pupils in their charge, including health and safety, good order and discipline, personal and social conduct and relationships, and liaison with parents. They must familiarize themselves with child protection policy and procedures and be able to demonstrate a solid commitment to Safeguarding.

### **iii) Resources and Administration**

Teachers play their part in the efficient administration of the School, the maintenance of facilities, teaching and social resources, and pupil records and reports and attending evening consultations with parents.

### **iv) Professional Development**

Teachers attend meetings of their Departments and Houses and the whole staff, and participate in School programmes of training, appraisal and lesson observation and may undertake professional development opportunities outside the school. Staff new to the School follow a programme of induction and newly qualified teachers follow the Independent Schools Council training programme to meet the DfE required standards.

### **A summary of key responsibilities:**

- a) plan and prepare courses and lessons;
- b) set and mark work in accordance with the policies of the department;
- c) record marks and reports in accordance with school and department policies;
- d) maintain good order and behaviour in lessons;
- e) general welfare and individual needs of pupils in their class, including Health & Safety requirements and child protection;
- f) make a full contribution to the work of the departmental team;
- g) act as a tutor to a group of pupils within one of the Houses (see separate profile);
- h) maintain the fabric of classroom and department areas including updating display work;
- i) assist the head of department in managing departmental resources;
- j) participate as required in the appraisal programme;
- k) attend parents' evenings appropriate to the year group taught;
- l) attend assemblies, department meetings, staff meetings, INSET training;
- m) undertake a range of general duties to enable the smooth running of the school.
- n) Any duties reasonably asked of by the Headmaster.

### **Co-curricular contributions.**

All members of staff are expected to contribute fully to the programme of co-curricular activities for pupils. This will involve staff in both weekday and some weekend commitments and, for some staff, holiday-time involvement.

### **Weekend commitments:**

Whilst lessons do not occur on Saturday mornings, the School is a boarding school and operates a programme of activities for boarders between 9.30 and 12.00. In addition, for both boarders and day-pupils, some music and play rehearsals take place at this time. Also, many of inter-school sporting fixtures take place on Saturdays. There is a requirement for staff to be involved in weekend activities or duties.

Post holders must be committed to safeguarding and promoting pupil welfare. They will be subject to an enhanced DBS and Child protection checks. We are an equal opportunities employer.