



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

ST. PAUL'S PROFESSIONAL STANDARDS

March 2015

"St. Paul's is a traditional, forward looking school seeking to nurture excellence, aiming to provide a high quality British and Brazilian holistic education, for the academic and personal development of pupils, within a framework of a caring community which shares a common set of core values."

This document reflects the views of the professionals within the school community and is written with reference to the school's values: honesty, integrity, caring, respect, collaboration, open-mindedness, self-worth, resilience and being thinkers and independent learners.

Staff at St. Paul's facilitate a positive learning environment which nurtures independent, open-minded, well rounded individuals who embrace life-long learning. It is the responsibility of all staff to develop in them both the skills and the sense of responsibility to enable pupils to make a positive difference in the globalised world in which they live. Therefore staff need to uphold the highest standards in all aspects of their professional lives.

This document should be read and observed in conjunction with the other staff policies which are in the relevant staff handbooks. The standards set out over the coming pages underpin the staff review(s) as well as the lesson observation structure, which help maintain accountability to the highest standards across all areas of school life.

It is expected that all staff will embrace these standards and recognise their importance in being used to assess the quality of all conduct, both professional and personal, in so far as it impacts on school life.

PROFESSIONAL VALUES AND COMMITMENT AND PERSONAL CONDUCT

St. Paul's is a world class educational institution and as such actions must always be based on the highest standards of integrity, trust and loyalty. The dignity, privacy and individuality of each person is highly valued. All members of the School community are expected to conduct themselves in a way which clearly and actively demonstrates the school's values and upholds its excellent reputation by:

- Always putting the pupils' best interests at the heart of one's work; supporting and promoting their welfare and actively safeguarding all members of the pupil community.
- Always acting in the best interest of the school, working and solving problems through the correct procedures and channels.
- Acting and behaving in ways that develop a culture of trust and respect; setting an example by consistently acting in a trustworthy and respectful manner towards others within and beyond the school community.

- Fully embracing and clearly demonstrating the highest educational and social values of sustainability, equality and justice, and recognising the rights and responsibilities of current as well as future generations
- Keeping information about colleagues, pupils or their parents and relatives and school data in the strictest confidence.
- Acting promptly to safeguard the working environment and members of the school community for the safe and smooth running of the school.
- Consistently meeting and respecting deadlines to ensure the smooth running of the school.
- Staff-Parents are expected to maintain an appropriate balance between both carrying out their professional responsibilities and duties and being a parent.
- Having excellent records of punctuality and attendance.
- Adhering to the school dress code.
- Ensuring that activities outside of work do not conflict with or negatively impact on their duty to the school.

PROFESSIONAL RELATIONSHIPS

St. Paul's places great emphasis on the quality of the relationships between and amongst staff, pupils and the wider community. We believe that it is every member of staff's individual, as well as collective responsibility, to ensure that the relationships which they foster here at school are professional and adhere to the school's mission statement and values.

Staff are expected to:

- Staff must be committed to the safety, welfare and happiness of pupils, always acting in their best interests.
- Staff have the right to feel safe and secure in the working environment and to have access to a line manager for support.
- Staff are required to be role models for the values that are expected of pupils; and to act consistently with fairness.
- Relationships in the working environment should be based on courtesy and respect.
- Social and cultural diversity, equality of opportunity and inclusion are valued and promoted, and any and all forms of discrimination or bias are unacceptable.
- Staff are expected to engage in all aspects of professional practice and work collegially with all members of the community with enthusiasm and flexibility.
- Staff are provided with access to e-mail accounts and internet, and are expected to use them with common sense, in an ethical, legal and responsible manner.
- Staff must set and respect boundaries in regard to clients and third parties, by ensuring that relationships are always kept strictly professional.
- All communications must always be through the appropriate channels.
- Staff must not engage inappropriately with pupils on social media (Facebook, Instagram, WhatsApp, etc.).

PROFESSIONAL DEVELOPMENT

St Paul's expects all staff to be committed to lifelong enquiry, learning and professional development. They are expected to be resourceful, creative and open to new challenges; constantly seeking to innovate in their area of expertise and willing to work collaboratively for the betterment of the school and themselves. They are committed to building on and developing their own knowledge and skills thus seeking to improve their effectiveness by being constantly reflective and self-critical.

Staff are expected to:

- Regularly evaluate their practice individually and with others and assess its impact, critically evaluating how effective they are and constantly seeking to improve.
- Contribute to organisational development and quality improvement through collaboration with others.
- Fully engage with the wider school, taking opportunities when offered and helping to develop connectivity across the whole school.
- Communicate appropriately and effectively with other members of staff and the wider school community.
- Build and engage in productive relationships with parents and the wider school community as appropriate.

Teachers (and all classroom support staff where appropriate) are further expected to:

- Inspire, motivate and raise aspirations of pupils through their teaching.
- Bring out the best in every pupil through a clear understanding of each pupil and how they learn most effectively.
- Encourage intellectual risk-taking in all pupils.
- Enrich pupils' learning beyond the classroom; stretching and challenging every pupil to their fullest.
- Establish effective behaviour management procedures and model fairness, caring and consistency to pupils at all times; thus ensuring that all pupils are able to participate and succeed in their learning.
- Adopt an evidence-based and enquiry-driven approach to teaching; involving research, review, adaptation and evaluation.
- Assess pupils regularly and provide effective feedback to pupils and their parents/guardians.
- Be aware of subject developments, sound pedagogical thinking and new technologies and incorporate best practice as appropriate into their teaching.
- Work collaboratively with others, observing peers and being observed, in order to use and give feedback which allows for further professional development.
- Maintain and update their teaching and training expertise and vocational skills through the appropriate channels and collaboration with the school.