



Bangkok Prep Teacher Job Description -Appendix A

Bangkok Prep Code of Conduct and Practice for Teachers

Introduction

This Code is based on:

- The General Teaching Council for England (GTCE) Code of Conduct and Practice (UK). The GTCE developed their Code with teachers and others with an interest in teaching and learning. It reflects the standards that teachers expect of themselves and others expect of the profession and has been amended to reflect the school's international context. (See APPENDIX ONE)
- The Teacher Development Agency (TDA) Standards for Teachers
The TDA state that the standards will apply to all teachers regardless of their career stage, and define the minimum level of practice expected of teachers from the point of being awarded QTS onwards. The standards referred to in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003.2 (See APPENDIX TWO)

Teaching – a skilled and trusted profession

Teachers have a profound and lasting influence on the development and life chances of children and young people. Their knowledge, skill, judgment, creativity and commitment play a vital role in society.

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Given the importance of teaching to children and young people, and society as a whole, it is essential that teachers continue to maintain standards of teaching practice and professional conduct.

How standards are maintained

As members of a skilled and trusted profession, teachers are responsible for reflecting on their own conduct and practice and ensuring that they meet the standards required of them.

Expectations of teachers are set out in the staff handbook. Teachers' actions are also guided by a set of professional values that inform everything they do.

One distinct value that teachers share is a commitment to continual learning and development – for children and young people, colleagues and themselves. Teachers' work is also shaped by other important values of public life, including: selflessness; integrity; honesty; objectivity; accountability; openness; and leadership.

In addition to commitment on the part of teachers themselves, successful teaching and learning rely on the reciprocity, goodwill and support of others. Employers and school leaders have a critical role to play in supporting teachers to meet their obligations and to continually develop their practice.

Interpretation of the code of conduct

All staff at Bangkok Prep should aspire to meet the code. The code will also be used as a basis to inform whether an additional contract is offered to an existing member of staff.

Signed Date



SECTION ONE

Principles of Conduct and Practice

1. Put the wellbeing, development and progress of children and young people first.
2. Take responsibility for maintaining the quality of their teaching practice.
3. Help children and young people to become confident and successful learners.
4. Demonstrate respect for diversity and promote equality.
5. Strive to establish productive partnerships with parents and carers.
6. Work as part of a whole-school team.
7. Co-operate with other professional colleagues.
8. Demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession.

1) Put the wellbeing, development and progress of children and young people first

- Use their professional expertise and judgment to do the best for the children and young people in their care.
- Take all reasonable steps to ensure the safety and wellbeing of children and young people under their supervision.
- Follow their school's safeguarding policies and procedures.
- Establish and maintain appropriate professional boundaries in their relationships with children and young people.
- Demonstrate self-awareness and take responsibility for accessing help and support in order to ensure that their own practice does not have a negative impact on learning or progress or put children and young people at risk of them.
- Use appropriate channels to raise concerns about the practice of other teachers or professionals if this has a negative impact on learning or progress or risks harming children and young people.

2) Take responsibility for maintaining the quality of their teaching practice

- Meet the professional standards for teaching relevant to their role and the stage they have reached in their career.
- Develop their practice within the framework of their school's curriculum.
- Base their practice on knowledge of their subject area/s and specialisms, and make use of research about teaching and learning.
- Make use of assessment techniques, set appropriate and clear learning objectives, plan activities and employ a range of teaching methodologies and technologies to meet individual and group learning needs.
- Reflect on their practice and use feedback from colleagues to help them recognise their own development needs; actively seek out opportunities to develop their knowledge, understanding, skills and practice.
- Meet the requirements stated in the staff handbook.

3) Help children and young people to become confident and successful learners

- Uphold children and young people's rights and help them to understand their responsibilities.
- Listen to children and young people, consider their views and preferences, and involve them in decisions that affect them, including those related to their own learning.
- Have high expectations of all children and young people, whatever their background or aptitudes, and find activities that will challenge and support them all.
- Promote children and young people's confidence and self-awareness by clarifying how formative and summative assessment will be used to support improvement, providing clear and specific feedback, and celebrating their success.
- Communicate clear expectations about student behaviour to ensure disruption to learning is minimised and children and young people feel safe and secure.
- Help children and young people prepare for the future by engaging them with the implications of changes in society and technology and offering them impartial advice and guidance about their future options.



4) Demonstrate respect for diversity and promote equality

- Act appropriately towards all children and young people, parents, carers and colleagues, whatever their socio-economic background, age, gender, sexual orientation, disability, race, religion or belief.
- Take responsibility for understanding and complying with school policies relating to equality of opportunity, inclusion, access and bullying.
- Address unlawful discrimination, bullying, and stereotyping no matter who is the victim or the perpetrator.
- Help create a fair and inclusive school environment by taking steps to improve the wellbeing, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or under-achievement.
- Help children and young people to understand different views, perspectives, and experiences and develop positive relationships both within school and in the local community.
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- Help inculcate a respect for the culture of Thailand, its manners and customs.

5) Strive to establish productive partnerships with parents and carers

- Provide parents and carers with accessible and accurate information about their child's progress.
- Involve parents and carers in important decisions about their child's education.
- Consider parents' and carers' views and perspectives, including those that relate to their children's development.
- Follow school policies and procedures on communication with and involvement of parents and carers, including those that relate to sensitive areas such as attendance and exclusion.

6) Work as part of a whole-school team

- Endeavour to develop productive and supportive relationships with all school colleagues.
- Exercise any leadership and management responsibilities in a respectful, inclusive and fair way, and in accordance with contractual obligations.
- Uphold school policies and procedures, and raise any concerns about the life or running of the school in a responsible and appropriate way.
- Contribute to colleagues' learning and development; provide honest, accurate, and justifiable comments when giving references for, or assessing the performance of, colleagues.
- Participate in whole-school development and improvement activities.
- Recognise the important role of the school in the life of the local community, and take responsibility for upholding its reputation and building trust and confidence in it.
- Work in a mutually collaborative and supportive partnership with the senior leadership team.

7) Co-operate with other professionals in the children's workforce

- Seek to understand the roles of other professional colleagues in the children's workforce.
- Communicate and establish productive working relationships with other professional colleagues.
- Ensure that they are clear about their own professional contribution to joint working, seeking clarification where this is needed.
- Understand that in sharing responsibility for children and young people's wellbeing and development they should always act within their own competence and responsibilities.

8) Demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession

- Exercise their responsibilities in relation to the examination and assessment of achievement and attainment in a fair, transparent and honest way.
- Demonstrate honesty and integrity in management and administrative duties, including in the use of school property and finance.



- Understand that their duty to safeguard children and young people comes first, but otherwise acknowledge the rights of children and young people, families, and colleagues to confidentiality, in line with school policies.
- Represent their professional status accurately and avoid taking advantage of their professional position.
- Maintain high standards in their own behaviour that enable them to maintain an effective learning environment and also to uphold public trust and confidence in the profession.

SECTION 2 TWO

Standards for Teachers

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career at Bangkok Prep.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard students' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining core values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Standards for Teachers:

1. Set high expectations which inspire, motivate and challenge students
2. Promote good progress and outcomes by students
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all students
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

1) Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students

2) Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study



3) Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4) Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5) Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6) Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7) Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

8) Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school



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Bangkok International Preparatory & Secondary School

Est. 2003

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being
- Respond in a professional manner to instructions given by line managers/senior leaders