



Al Ameen  
Primary School

# Teacher Expectations

## **1 Introduction**

Teaching is a noble profession and comes with immense responsibility. Teachers act as a conduit for the learning of children and thus must ensure that they inspire children to recognize and achieve their potential. At Al Ameen Primary School, we value the hard work put in by teachers and wish to support them in their teaching. This is done through a variety of ways.

The Senior Management Team has expectations from teachers and we expect teachers to embed these practices into their teaching. You will have already received a job description prior to beginning work at the school which is integral to understanding your responsibilities and how you conduct yourself at the school. Alongside the job description, we have also a list of things we expect from all teachers.

## **2 The Teacher**

Positive role model – Children look up to their classroom teachers as role models. All teachers are expected to demonstrate conduct and behavior which promotes positivity for children in their class and other children in the school.

Presentable – At all times, teachers are to be presentable. The staff handbook has details on the staff dress code and all staff are expected to adhere to this code.

Punctuality – All staff are expected to attend school on time. For most staff, the school day begins at 8:00am. You are to ensure that you have arrived to school before then.

Professional conduct – The school has a staff conduct document which details the conduct we expect from staff at the school. Staff are expected to demonstrate professional conduct at all times, whether this is with children, parents, visitors or other staff.

Views & opinions – Children will hold you with the highest level of trust. You should not misuse this trust to express your views on controversial issues.

Good use of time – All teachers are allocated PPA time. You are to use your PPA time effectively and in line with our PPA policy.

CPD – We expect all staff at the school to be committed to continued professional development and to demonstrate a willingness for continued learning and openness to new experiences, perspectives and initiatives.

Constructive criticism – We expect all staff to reflect on and positively respond to constructive criticism from line managers and other school colleagues.

Positive relationships – You are expected to work towards forming positive relationships with everyone you work with, including pupils, parents, other teachers, managers and visitors. Children are always to be listened to. This may mean that at times, during a lesson, if a child wants to speak to you about another matter, then this opportunity is made available for them.

## **3 In the Classroom**

Classroom environment – The classroom should motivate learning. All teachers are expected to arrange their classroom in a way which promotes independent learning and a range of opportunities for children.

Classroom displays – Displays should be displayed across the classroom and should be stimulating and

relevant. We expect every classroom to have displays on the following subjects:

- Literacy
- Numeracy
- Science
- Humanities
- PSHE
- Arabic Language/ Quran
- Islamic Studies
- Classroom Rules

Additionally, each class should have a 'Working Wall' preferably separate for the core subjects.

Seating – Children are to be seated in the classroom so that they do not pose any health and safety risks. Additionally, you are to arrange seating for children in a way which brings about positive behavior.

Dedicated areas – Where possible, you are to have dedicated areas in your classroom for dedicated activities. For example a 'Reading Corner' or an 'ICT Area'.

Resources – Resources should be placed so that they can be accessed by pupils independently, as long as this does not pose any health and safety risks. Children should be aware of where these resources are located and should know how and when they should access them.

Organisation – The classroom should always be presentable, tidy and organized, including the teacher's desk. Children should be taught to take responsibility to ensure they tidy up after an activity and that they keep the classroom clean.

#### 4 Lessons

At the start of the day – After the children have come inside the classroom from the playground in the morning, they will sit down for registration. Work should already have been prepared for the children so that they can begin working as soon as possible. After registration, children will recite Surah Al Faatihah along with the translation and the following duas:

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين

الرحمن الرحيم

مالك يوم الدين

اياك نعبد واياك نستعين

اهدنا الصراط المستقيم

صراط الذين انعمت عليهم

غير المغضوب عليهم ولا الضالين ، آمين

**In the name of Allah, the Beneficent, the Merciful**

Praise is for Allah, Lord of the worlds

The Beneficent, The Merciful

Owner of the day of judgement

Thee alone we worship, thee alone we ask for help

Show us the straight path

The path of those whom thou hast favoured

Not the path of those earned thine anger, nor of those who went astray

Ameen

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رب زدني علما

Oh Allah, increase my knowledge

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لا اله الا الله محمد رسول الله (صلى الله عليه وسلم)

There is no God but Allah, Muhammad is the messenger of Allah

Lessons – All lessons are to begin with Bismillaahir Rahmanir Raheem. This has two objectives; firstly, inshaAllah there will be barakah in the children's learning and secondly, children will be clear that a new lesson is starting. Teachers may wish to recite additional duas with the children at the beginning or at the end of lessons as long as this does not take up too much time.

Lesson plans – We require lesson plans to be drawn up for all lessons.

Teaching assistants – Where a teaching assistant is present in the classroom, it is the teacher's job to deploy the assistant in the most effective way. Teaching assistants shouldn't be the only ones who work with pupils who are of a lower ability, rather all children should have opportunities to work with the class teacher.

Starter – All lessons should have a starter activity which stimulates curiosity and open mindedness and prepares the brain for learning. These should ideally be linked to the lesson.

Differentiation – Differentiation should be explicit in all lessons and cater for the needs of all pupils in the class

Special needs – Children with special or additional needs will require additional support. This should be factored into lesson planning.

Assessment – Assessment for learning should be richly embedded into lessons

- Exemplar material and/or success criteria should be used to model the expected standards
- Feedback strategies should be employed that feel well-rehearsed –whether it is using whiteboards, peer assessment, whole class plenary-style questioning, acting on feedback from marking and so on.
- The teacher responds and adapts the lesson or questioning in response to the feedback from pupils.

Questioning –

- Questioning should be open ended and probing, looking for further detail, deeper understanding, more extended responses and so on: 'how do you know?', 'could you put that another way?', 'what is the connection between those two ideas?' etc.
- The language of the subject should be modelled explicitly and pupils are expected to produce answers that use correct terminology in context.
- Tasks should be inherently challenging, multi-layered, synoptic etc.

Learning Objective –

- There should be clarity of purpose in lessons and pupils should understand the short and long term learning goals.
- Any pupil should be able to tell you what they are trying to learn in the lesson and over the current series of lessons.
- Tasks are planned to enable the learning goals to be met – i.e. they are not just doing a task without really knowing why.
- Learning objectives and success criteria should be displayed on the board.

Engagement – All pupils are to be engaged and challenged throughout the lesson. Lessons should be well paced and dynamic

- Simple think/pair/share discussion should be routine
- Structured group work where everyone has a role is being used
- Pupils work individually but all are busy, stretched, on task
- Visual aids and practical activities should be used

**Progress** – “ Progress” is something that takes place and is measured over time; “learning” is what needs to take place every lesson – and by “learning” this means that every pupil knows something at the end of the lesson they didn’t at the start, or that pupils have been accorded the opportunity to apply and therefore secure their prior learning.

**Plenary** – Every lesson should include a plenary in which teachers take feedback from pupils and assess the progress made in the lesson.

**SMSC** – There should be an element of SMSC present in all lessons as best as possible. This should be linked to the content of the lesson.

**British Values** – Teachers are expected to promote Fundamental British Values in the classroom. Children should be aware of their role in British society and how they can contribute to that society.

**Behavior** – There is an expectation that all children will have excellent behavior in the classroom and outside. From the outset, teachers are to establish clear rules and guidelines for pupils, outlining what is acceptable and what is not. Teachers are to use reward schemes such as ClassDojo to promote positive behavior in the classroom.

**Attendance and punctuality** – Teachers are to actively promote attendance and punctuality to school. Children missing education or arriving constantly late are to be questioned or their parents are to be spoken to in line with school policy. Where there are patterns, teachers are to speak to the Attendance Coordinator.

Date agreed: 23/03/16

Review date: March 2018

Signed: **M Rahman**  
Head Teacher