

What are Aspen Heights Teachers' Professional Standards?

The Teachers' Professional Standards set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice and professional behaviour expected of teachers working in Aspen Heights School. This aligned with the ISP Teacher Role Profile here: [PDF ISP Teacher Role Profile.pdf](#)

Aspen Heights Teachers' Professional Standards are in three parts:

Part One; 'Teaching' sets clear expectations about the skills that every teacher in Aspen Heights school should demonstrate and is aligned to the UK Teachers' Standards.

Part Two; 'Professional Code of Conduct' is underpinned by ADEK policy and guidance. It clearly outlines twelve standards of conduct which exemplify professional behaviour and practice expectations – both inside and outside of the classroom. It also includes guidance on sensitive topics.

Part Three: 'Cultural Consideration' - following the January 2024 update this sets out the teacher responsibilities for cultural consideration when teaching in Abu Dhabi.

Context:

The most successful education systems in the world are characterised by Improving the quality of teaching and learning by high levels of lesson observation. These standards are developed understanding the below:

- Teachers learn best from other professionals. Observing teaching and being observed, and having the opportunity to plan, prepare, reflect and teach with other teachers can help to improve the quality of teaching.
- The Teachers' Professional Standards should be used by schools and teachers to identify development needs and plan professional development.
- The Teachers' Professional Standards can also be used as a benchmark to assess the performance of teachers new to the organisation during their probation period. They should be used by schools to assess the extent to which newly appointed teachers have demonstrated their competence at the end of their probation period.
- Principals and other observers should use their professional judgement and common sense to evaluate teachers to a level that is consistent with what should reasonably be expected of that teacher, given their role and level of experience.
- Teachers in middle and senior leadership posts with TLRs are expected to be highly competent in all elements of the Teachers' Professional Standards and their achievements and contribution to their school and the wider organisation's aims are expected to be substantial and sustained. Termly monitoring activities, within and across schools will consider the extent to which the Teachers' Professional Standards are being met when assessing the quality of teaching in the school.
- Aspen Heights SLT and ExLT will use the Teachers' Standards and the Professional Code of Conduct, in all disciplinary matters and when reviewing any cases of serious or gross misconduct. (see PEGAS policy)
- Teachers in Aspen Heights school are expected to make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers should always act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and be self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.
- Teachers in Aspen Heights school are expected to demonstrate consistently high standards of personal and professional conduct.

Teachers' Professional Standards

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

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

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils 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 pupils' interest in the subject(s) 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 pupils 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 pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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 pupils progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils 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 pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, 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
 - 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 pupils' achievements and well-being

Part Two: Professional code of conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

The Aspen Heights Professional Code of Conduct Policy clearly defines the expected behaviour and attitudes for Aspen Heights teachers. It includes twelve specific standards which outline the personal and professional conduct Aspen Heights requires from teachers. The policy statement also includes guidance on sensitive topic censorship.

Professional Code of Conduct

PURPOSE: The purpose of this document is to outline a professional code of conduct that will guide and support positive behaviour and professional practice for all staff working at Aspen Heights School.

At Aspen Heights the whole school community is expected to follow our relationship policy and be ready, respectful and safe.

Whether working inside or outside the classroom, education professionals in the UAE accept the public trust and the magnitude of responsibility inherent in their work. All staff share a special duty of care toward the pupils in our school.

This Professional Code of Conduct consists of 12 standards that set the foundation of professional practice for employees to honour and follow. Each standard is followed by specific examples of professional and unprofessional conduct. However, the lists within each standard are only meant to be a guide, and are not a complete set of behaviour that may be considered professional or unprofessional.

Ultimately, employees are responsible for their own actions and decisions. Staff must use their judgment to ensure that their decisions and actions meet the standards of conduct outlined in this policy. If a member of staff is unsure whether an action or decision is acceptable, they should seek

the advice of their line manager.

Standard 1 –Relationships with Pupils

Staff will maintain a caring, professional relationship with all pupils, both in and outside the classroom.

Professional Conduct, including but not limited to:

- Staff will behave in ways that promote the welfare of the pupils, taking all actions within their power to protect pupil safety
- Staff must be aware of, and comply with, all safeguarding policies
- Staff are obligated to report to the Principal if they suspect a pupil is being or will be harmed
- Staff are expected to support the individual learning needs of pupils, and assist all pupils to make as much progress as possible

Prohibited Unprofessional Conduct, including but not limited to:

- Engaging or encouraging inappropriate relationships with students in or outside of the classroom, including any behaviour constituting sexual harassment or abuse
- Sending any inappropriate messages, pictures, or other communication to students in or outside of the classroom
- Using any form of discipline that involves corporal punishment, unnecessary or excessive verbal harassment, or that may cause physical or emotional harm to pupils
- Taking actions or behaving negligently in ways that endanger pupil welfare and safety

Standard 2 –Relationship with Community

Staff will respect and work with families and the community in their daily work to help children make as much progress as possible.

Professional Conduct, including but not limited to:

- Staff will operate in line with our agreed Home School Agreement and seek to involve families in the decision-making about the care and education of their children
- Staff will establish open, honest and respectful relationships with families and the wider community

Prohibited Unprofessional Conduct, including but not limited to:

- Failing to include the perspective of family members when making decisions about pupil learning
- Behaving in a rude or hostile manner when interacting with families and the wider community

Standard 3 –Relationship with Colleagues

Staff will follow direction from line managers and collaborate with their professional colleagues in the interest of pupil learning.

Professional Conduct, including but not limited to:

- Staff will work with each other in a way that develops a positive, supportive professional learning environment
- Existing staff are expected to assist in the preparation, support and induction of new staff through mentorship and guidance

Prohibited Unprofessional Conduct, including but not limited to:

- Harassing a colleague verbally or physically, including any inappropriate behaviour and actions that make a colleague feel uncomfortable or unsafe
- Behaving in a rude or hostile manner when interacting with colleagues

- Making false statements or slandering the reputation of a colleague
- Revealing confidential information concerning any member of the school community. Any occurrence in school must not be discussed outside of school.
- Intentionally excluding a colleague from work-related or professional activities

Standard 4 –Communications

Staff will ensure that all interactions and communications with colleagues, pupils, and the wider community is effective, and display respect, discretion, and integrity

Professional Conduct, including but not limited to:

- Staff will ensure that any public comments they make reflect the policies and priorities of Aspen Heights School
- Staff will ensure that usage of communication devices (computers, phones, etc.) does not include any communication that may be controversial or offensive (see Appendix A for further clarification)
- Staff will keep in confidence information regarding students and colleagues unless disclosure is authorised by the Principal or Deputy and serves a clear professional purpose

Prohibited Unprofessional Conduct, including but not limited to:

- Making public comments, Including on-line and on social media, that disparage the reputation of colleagues, families, pupils, UAE culture or traditions
- Sharing confidential or sensitive information with any party, in or outside of Aspen Heights School , that is not authorized to have the information. This includes communication with schools about pupils.

Standard 5 –Legal Obligations

Staff will abide by government laws and regulations at all times and will be obligated to report violations of these laws to the Principal or Heads of School.

Professional Conduct, including but not limited to:

- Staff will be honest and maintain integrity in dealing with all official work.
- Staff will be familiar with the provisions of legislation and/or policies relevant to their official responsibilities.

Prohibited Unprofessional Conduct, including but not limited to:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications or employment history
- Omitting a past criminal record
- Wilfully disobeying and/or disregarding any government laws or local traditions

Standard 6 –Alcohol, Drugs, and Tobacco:

Staff will refrain from using, possessing, and/or being under the influence of alcohol and unauthorized drugs / substances in the workplace

Professional Conduct, including but not limited to:

- Staff will never be in work under the influence of alcohol or drugs , nor will they encourage or condone the use of alcohol or other drugs by pupils

Prohibited Unprofessional Conduct, including but not limited to:

- Smoking in Aspen Heights buildings and school grounds
- Soliciting, administering or providing alcohol, tobacco or unauthorized drugs to pupils or families at any time

Standard 7 –Use of Resources:

Staff will use the property and resources provided to them for their work efficiently and only for the purposes entrusted to them

Professional Conduct, including but not limited to:

- Staff will be expected to use school resources efficiently and for the official purpose to which they are assigned.
- Staff must be aware of and comply with current policy on Information Security and acceptable use of technology

Prohibited Unprofessional Conduct, including but not limited to:

- Using work-related resources for personal purposes or personal gain (Although reasonable, sensible use of ICT is permitted outside of directed time eg checking bank balance, booking flights etc)
- Using resources in a reckless or wasteful manner

See Acceptable use of ICT

Standard 8 –Conflicts of Interest:

Staff will avoid any situation that represents or may be perceived to represent a conflict of interest in carrying out their professional responsibilities

Professional Conduct, including but not limited to:

- Staff will carry out all responsibilities and take all decisions with fairness and impartiality
- Staff will maintain integrity regarding the acceptance of any gratuity, gift, compensation or favour that might impair or influence professional decisions
- Staff will refrain from using their position for personal gain
- Staff will report to their line manager when a perceived conflict of interest may exist, or will remove themselves from the situation creating the conflict of interest

Prohibited Unprofessional Conduct, including but not limited to:

- Involvement with an official decision in which family or friends may benefit
- Providing tutoring or coaching services to students (It is a part of our contract of employment that we cannot do any work other than our employment with the school)
- Accepting a gift from vendors or community members that is more than of a nominal value that is suspected to be an attempt to influence official behaviour

Standard 9 –Local Culture:

Staff will understand and respect UAE culture and Islamic values

Professional Conduct, including but not limited to:

- Staff will respect Islamic values and practices in the classroom or workplace
- Staff will comply with all rules and customs deemed by an Islamic state
- Staff will respect UAE customs and traditions in schools or workplace

Prohibited Unprofessional Conduct, including but not limited to:

- Knowingly behaving in a manner that is contrary to Islamic values in the classroom or workplace.
- Knowingly exhibiting disrespect for UAE culture and customs in the classroom or workplace.
- Behaving in public in a manner which could cause offence and bring professional integrity into question eg being drunk and disorderly in a public place

Standard 10 –Standard of Dress:

Staff will dress in an official, professional manner, consistent with formal business attire and UAE customs and traditions

Professional Conduct, including but not limited to:

Staff who are expatriates will dress in an official manner reflecting business attire appropriate to their gender and culture, and appropriate for their work role

Staff who are UAE Nationals may observe official national dress

Prohibited Unprofessional Conduct, including but not limited to:

For any staff, wearing any type of jeans, or any clothing that is tight-fitting, transparent, or unsuitable for the work environment. This includes flip-flops, any skirt or dress above knee length, anything that reveals shoulders or cleavage.

Standard 11 –Tolerance for Diversity:

Staff will foster an atmosphere of tolerance in schools and the workplace

Professional Conduct, including but not limited to:

- Staff will exhibit tolerance and respect to individuals of different political or religious convictions
- Staff are expected to take all necessary steps to ensure that classrooms and other workplaces are free from all forms of harassment and discrimination.
- Staff will treat pupils and colleagues equitably, including those with disabilities or other special needs.

Prohibited Unprofessional Conduct, including but not limited to

- Discriminating against or harassing colleagues, pupils or members of the public on the grounds of gender, marital status, pregnancy, age, race, ethnic, or national origin
- Engaging in conduct that represents extremism or cultural indoctrination

Standard 12 –Sensitive Issues:

Staff will not make remarks regarding sensitive issues that could cause anger or discomfort among pupils, colleagues, or the community

Professional Conduct, including but not limited to:

- Staff will be respectful in all comments, and avoid addressing issues –such as religion or politics –with the potential to cause controversy

Prohibited Unprofessional Conduct, including but not limited to

- Attempting to influence pupils about sensitive issues.

Part Three: Cultural Consideration

1. Respecting the UAE's cultural and social norms, values, and traditions.

2. Refraining from (directly/indirectly) promoting inappropriate stereotypes, preconceptions, and assumptions about the UAE and the region.

3. Refraining from directly or indirectly encouraging any behavior, practice, or displays that are culturally inconsiderate, such as drug and alcohol use, smoking, violence, promoting alternative gender identity and sexual orientation, indoctrination, etc.

4. Refraining from using symbols, colors, or imagery associated with any movement/beliefs related to political, social, or extremist religious groups that are culturally inconsiderate, such as misrepresentations of prominent figures, images that are gratuitously violent or sexual in nature, representation of pride movement, extremist ideas, etc.).

5. Refraining from conducting any activities and/or using any content that leads to the

indoctrination and promotion of religious/political extremism, racism, bullying, and all other forms of discrimination.

6. Refraining from holding rallies, demonstrations, and protests on school premises or while holding a school-related event offsite.


7. Ensuring that one's appearance is culturally considerate. Examples include but are not limited to:


- a. Covering of visible body tattoos and any type of piercings for men and women.
- b. Appropriate clothing in line with the school's dress code.


8. Ensuring the appropriateness of all school-organized events and celebrations to UAE culture, in adherence with this policy.

9. Adhering to the laws of the UAE by conducting themselves accordingly.

Links to policies:

 [2024-25 AHBS PEGAS policy.docx](#) (Professional Expectations, Guidance and Support)

 [2024-25 AHBS Cultural Consideration Policy Training and process.pptx](#)

 [24-25 AHBS Cultural Consideration Policy .docx](#)

 [ASPEN HEIGHTS STAFF DRESS CODE POLICY.docx](#)