



The Academy Learning Centre

Teacher Training Guide

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[1] Welcome to The Academy Learning Centre

Congratulations on being offered a spot at a training session for the Academy Learning Centre. This guide is designed to introduce you to the organisational and teaching structure of our expanding tuition company. It is imperative that you familiarise yourself with all the information contained within this guide in time for your first teaching session. Take careful note of the information contained within the **'Teacher Role Guide'** as this will outline our expectations of new teachers.

Who are we?

The Academy Learning Centre is long-standing educational organisation based in London. Since 2007 we have offered extra tuition and exam preparation services to children aged 6-16 across several boroughs in the capital. Our staff have seen hundreds of students through countless exams and school tests, helping to bring out the full potential of every child.

What makes us different?

At The Academy we believe that few things are more important than a quality education. Unlike many other tuition organisations, we conduct all our teaching in small class groups. The content of these classes is designed and delivered by one of our handpicked teachers. We've found this traditional formula to be far more effective than putting children in front of a computer screen or setting mind-numbing questions from a text book! In addition, the Academy strives to go beyond the limits of what is expected on the curriculum. Though all our lessons and courses are designed around national curriculum objectives, our students are pushed to engage with big ideas and challenging concepts that fall beyond what is expected of them at school.

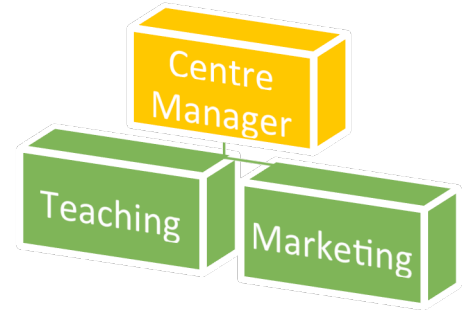
Our core beliefs:

- **A high-quality education is one of the most valuable things there is and should be accessible to all.** Our pricing structure is very competitive, ensuring that all students, from all walks of life, can afford to get a quality education. Our student body reflects the diversity of London itself – a real mixing pot of cultures, identities and beliefs.
- **Hard work reaps rewards.** We believe that students who put real effort into their work are the most fulfilled. That's why we push our students with challenging topics and weekly homework. We insist that students conduct weekly revision activities to ensure a deep level of understanding.
- **Learning is best achieved in a classroom environment.** For us this means providing an outstanding teacher-led lesson to a small group of students. Our 'teach-test' model ensures that students are learning and consolidating new information every week.
- **Education is not just about passing exams.** Full-time teachers are being stretched more and more by growing class sizes and increasingly restrictive teaching objectives. Children today are more tested than any other generation. Though we have helped hundreds of children with SATs, 11+'s and GCSEs, we also strive to break the exclusive focus on meeting assessment objectives. Our children have taken introductory courses to social psychology, international politics, black literature and astronomy, all in an effort to broaden our student's outlooks.



[2] Academy Learning Centres

The Academy is the overarching identity of several learning centres. The Academy operates in venues across London on various days of the week. These centres operate largely independently of one another, though staff may occasionally teach at more than one centre or be asked to cover a colleague elsewhere. Each centre follows the operational and teaching guidelines outlined in this manual, though it is important to be aware that pricing and management structures may slightly vary.



Our Current Centre...

Bow Brew
83 St. Paul's Way
London
E3 4AJ

Saturdays 9am-5pm

Each centre consists of teaching and marketing staff as well as an overarching centre manager. Teaching staff are responsible for delivering the high-quality teaching that the Academy prides itself on. Marketing staff are responsible for advertising the Academy's tuition services, as well as moving parents through the enrolment and payment process. The centre manager has overarching responsibility for both teaching and marketing staff. It is part of their role to ensure that the quality of teaching remains high and that teachers are sticking to the key principles of the Academy's teaching method. Additionally, the centre manager has the final say on matters of payment, enrolment and pricing discounts.



[3] Students, Class Groups and Subjects

Students

Students at the Academy come from a variety of social and ethnic backgrounds. Our core values encourage social mixing and the accessibility of a quality education for all. Rather than assigning students to classes based on their age, students are put in the class which most closely meets their academic abilities. This is decided through a combination of a mandatory enrolment exam and teacher supervision of pupils during lessons in the first weeks of a new term. Students progress from one level to another based on their performance in class, allowing for a highly flexible and tailored learning environment.

Our Class Groups*

Group	Key Stage	Approx. Age Range	Subjects Offered
Anchor L1/L2	KS1/2	6-9	Maths, English, Homework Support
Develop	KS2	9-11	Maths, English, Homework Support
Develop +	KS2/3	10-12	Maths, English, Core Skills
Achieve	KS3	12-14	Maths, English, Science
GCSE Excel	KS3/4	14-16	Maths, English, Science
GCSE Support	KS4	16	Maths, English, Science,
GCSE Support +	KS4	16	Maths, English, Science, 1-2-1 Tutor Support

*Not all courses are available at some centres. New courses may be introduced or courses restructured if deemed appropriate. Larger centres may have multiple levels within a course e.g. GCSE Level 1 (Lower) and GCSE Level 2 (Higher)

Available Subjects:

The Academy primarily teaches four subjects: **Maths, English, Science** and **Core Skills**. Maths and English are taught to all students.

Science at The Academy Learning Centre

To keep in line with the national curriculum, science is only taught to students from KS3 onwards. Core Skills is a unique subject that varies in its content depending on the teacher responsible.

What is Core Skills?

Core skills delivers an introductory course on an academic subject outside the national curriculum. Previous core skills themes have included social psychology, international politics and history. The course covers a wide range of exciting topics with a strong focus on discussion and debate. The core skills programme aims to increase general knowledge, but it is also useful in addressing parts of the national curriculum, particularly speaking and listening skills.



[4] Theme-based Learning

At the Academy the general curriculum for the academic year is broken up into teaching themes (sometimes referred to as ‘workpacks’). A teaching theme is a topic or set of topics that the class will revolve around for its duration. These themes will meet key curriculum objectives while also stretching students to cover non-curriculum or extra-curriculum material. To give an example, a student may take a maths class where the theme is basic geometry, or an English class where the theme is feminist literature. In advance of a new theme teachers come together to plan the topics they would like to cover next. Once this has been approved the course is planned and produced by the teacher in a ‘workpack’ format. Though planning and creating these materials in one go may take some time, teachers will easily gain this back in the time they save planning each week.

Workpacks

Workpacks are the fundamental learning aid for teachers and students alike. Workpacks contain all the course material for the current theme as well as space for notes, homework records, and teacher feedback. Each workpack is assigned an **access link**, found at the bottom of the page. Typing this link into a web browser will take students to a PDF copy of the workpack. All access links follow the same format:

Activity 2:

Read the following paragraph and, with a partner, identify how it is effective.

How does Charlotte Bronte challenge what is expected of women in Jane Eyre?

Bronte challenges the system of male oppression in Victorian times through Jane’s desire to break free from her limited social position. In the famous ‘balcony speech’ Jane regrets that the only role allotted to women was in “making puddings and knitting stockings, to playing on the piano and embroidering bags.” She wants to “rebel” against this “stagnation”, to do “more than the custom pronounced necessary.” This challenges the 19th century ideas that women should be chiefly happy with staying at home. It is possible to see this speech as being the direct voice of Charlotte Bronte. She

www.theacademylearning.co.uk/NBJMSOC.pdf

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www.theacademylearning.co.uk / **STAFF INITIALS** **MONTHS TAUGHT** **NAME** or **KEY-STAGE** .pdf

It is expected that students should bring a hard-copy of their current workpacks to ALL lessons. This is essential for the recording of notes, solutions, and teacher feedback. Students may choose to either print a copy of these workpacks at home, or purchase printed copies from the Academy. Teachers should stress the vital importance of bringing these workpacks to lessons.

Supplementing workpacks

If a teacher decides that they would like to supplement their workpack with additional material, it must first be uploaded with an extension access link. The new material should form a single word document. The same access link should be used, followed by **S** (for supplement) and the **number** of the supplement www.theacademylearning.co.uk / **STAFF INITIALS** **MONTHS TAUGHT** **NAME** or **KEY-STAGE** **S1** .pdf

Progress Tracking and Reports:

In order to assess student progress each teaching theme ends with a written examination. The results of these exams are reported to parents in an end of theme report. This report contains a scoring from 1 – 4 for exam performance, as well as a scoring for TAQT scores over the theme.

[5] Academic Schedule

Each theme/workpack generally lasts for between 10 and 15 weeks. Teachers should be aware of how this period is organised. Though the majority of a theme is devoted to the teacher-pupil teaching that the Academy prides itself on, some weeks taking a slightly different format.

- **Workshop Week:** *Falls midway in the theme.* Students reflect on what they have learned so far with individual teacher feedback on their progress. An opportunity for students to produce an extended piece of work for marking.
- **Revision Week:** *The week before the final exam.* Teachers will lead a revision session to prepare students for the exam.
- **Exam Week:** *At the end of each theme.* Students sit an exam in each of their subjects.
- **Feedback Week:** *The week after the final exam.* Students receive the results of their exams and teachers go through answers. Parents receive reports for their child.

A Typical Teaching Theme with Staff Responsibilities...

- Teachers submit a plan for new theme to centre manager
- Teachers receive feedback on their plan from centre manager
- Teachers produce and submit workpack

Week 1	Normal Teaching
Week 2	Normal Teaching
Week 3	Normal Teaching
Week 4	Workshop Week
Week 5	Normal Teaching
Week 6	Normal Teaching
Week 7	Normal Teaching

- **Teachers must write and submit an end of theme exam paper***

Week 8	Revision Week
Week 9	Exam Week

- Teachers must mark exam papers*
- Teachers must complete end of theme student reports

Week 10	Feedback Week
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[6] School Rules and Student Uniform

The Academy expects an exemplar level of behaviour from all students. Upon joining the Academy students are asked to read and follow a behavioural code of conduct or student code of conduct (www.theacademylearning.co.uk/SCC.pdf)

- 1. Show respect to fellow students and members of staff.**
 - ✓ Raise your hand to answer a question
 - ✓ Don't speak over other people
 - ✓ Speak at a reasonable volume and be wary of disturbing other classes
 - ✓ Never use offensive language or slurs
 - ✓ Never use physical force against fellow students or staff
- 2. Always complete homework on time and to the best of your ability.**
 - ✓ Use your workpack or the online access link to view homework tasks
 - ✓ Late homework will not be accepted by teachers
- 3. Keep your classwork and homework neat.**
 - ✓ Organise your papers in a file, working in chronological order
 - ✓ Always start new work under a fresh title and date
- 4. Always come to class prepared!**
 - ✓ Come ready to sit a TAQT on the previous week's work
 - ✓ Revise for exams, focusing on areas highlighted by your teacher
- 5. Be punctual in arriving for class**
 - ✓ When you arrive sit down promptly, take off any jackets or hats, get your workpacks out and be ready to begin the TAQT
- 6. Wear the correct school uniform**
 - ✓ Only a black or grey set of trousers/skirt and a white button down shirt is acceptable
 - ✓ Plain jumpers or cardigans of a dark shade are permitted
 - ✓ Students will not be allowed to take part in class if in incorrect uniform
- 7. Use your break time to use the bathroom, eat and drink**
 - ✓ Break lasts 10 – 15 minutes – always be back on time!
 - ✓ No food or drink is allowed during class time. This includes bottled water.
 - ✓ Make sure rubbish is put in the bin and the room is kept tidy
- 8. Mobile phones are not allowed during class**
 - ✓ The use of mobile phones is considered a serious offence. Mobiles phones are not allowed to be used in the teaching hall.
 - ✓ Students will only be permitted to use their phones if given special permission by a member of staff
 - ✓ Anyone caught repeatedly breaking this rule will be removed from class

[7] Teacher Role Guide

[7.1] Introduction to the role

Our teachers are what makes the Academy great. We have a reputation for excellent teaching to maintain; that means that all our staff must be planning and delivering extremely high-quality lessons. We've put this manual together to help provide some guidance.

Becoming a teacher for the Academy entails high expectations. Though teachers will develop their own style of teaching, the Academy expects uniformity in the quality of lessons. This means that we expect all lessons to reflect certain characteristics. At a basic level all lessons must be engaging for students, all students must be attentive, and teachers must be adhering to the structural guidelines outlined in this manual. To ensure a high quality across teaching, the Academy conducts extensive training and continual performance reviews. **It is important to understand that holding a position at the Academy is dependent on the persistent delivery of high-quality lessons.**

[7.2] Training and Progression within the Role

All new teachers at the Academy go through an extensive interview and training process. Teachers will be assessed throughout the year as part of the Academy's commitment to delivering an extremely high quality of teaching.

The first 12 weeks of teaching is considered a **probationary period**. Teachers will receive regular feedback from their centre manager during this period. It is expected that staff will be comfortable in delivering lessons, as well as making use of TAQTs, SPRs and Teacher Records.

After approximately four weeks of teaching new teachers can expect to be supervised in randomly selected lessons, as conducted by the centre manager. The centre manager will be looking to see that the teacher is meeting the expectations laid out in the Academy's teaching guidelines, as well as keeping an orderly and engaged class. The centre manager is particularly looking to see:

- That the teacher ensures a timely start to class, including a well prepared TAQT
- That all students are being engaged in the taught material
- That the teacher recognises and addresses unacceptable behaviour, as guided by the Progressive Discipline Plan (www.theacademylearning.co.uk/PDP.pdf)
- That the taught material is appropriate for the age group in question
- That the teacher is making use of SPRs
- That the teacher adheres to the end of class procedure



Teachers can expect feedback on their performance in those supervised lessons within 2-3 days. It is the responsibility of the teacher to read and react to the feedback provided. **The centre manager will expect to see the implementation of changes to improve those areas highlighted by the supervision.**

After 12 weeks of teaching with the Academy new staff will be asked to complete a mandatory self-evaluation form. This evaluation form, along with the feedback from the supervised lesson(s), will form the basis of the **first formal appraisal**. The appraisal process offers the opportunity for new staff to reflect on their experience: in particular, what was difficult, what should be improved upon, how students have responded to the teaching, and what could be adapted to increase overall performance. The probationary period ends and staff become permanent once the centre manager is satisfied with the performance of the teacher.

At the Academy we believe that excellent performance should be rewarded. That's why all staff can expect an increase in their hourly remuneration rate after completion of the three-month probation period.

Further Opportunities for Progression

The Academy operates a tiered system for progression within the role. Teachers can expect a corresponding increase in hourly remuneration as their responsibilities increase. Persistently excellent performance can also result in an increase in hourly remuneration, corresponding to the stated levels.

Teacher Payment Grades 2018/2019	
Grade	Pay
Probationary Period	£10-£11 p/h
Level 1	£11.75-12.80 p/h
Level 2	£12.81-13.86 p/h
Level 3 (Academic Support)	13.87-14.90 p/h
Level 4 (Academic Leadership)	£14.91- £16.50 p/h

Teachers are likely to receive pay grade increases if they:

- Deliver continually outstanding lessons
- Meet all the expectations of teachers as outlined by this manual
- Miss few (if any) lessons due to illness/leave
- Engage in a positive way with students, parents and fellow members of staff
- Respond promptly to emails and communication
- Receive excellent feedback from students in the end of term student satisfaction surveys
- **Organic growth of their groups. Good teachers always increase the group size.**

The following pages include the criteria for progression within the role. **Please note that level 3 and level 4 positions will only be offered to teachers who meet the criteria of level 2 across the board.**



TEACHER GROWTH AND DEVELOPMENT CRITERIA (2018)

Prob. Period	<ul style="list-style-type: none"> • Teacher demonstrates an understanding of the Teacher Checklist • Lesson planning, material selection and general structure of classes shows clear promise. Teach-Test implemented at some level. • Evidence of a good grasp of the subject material • Relationship with students and parents developing well • Teacher is developing strategies for good classroom management • Adequate responsiveness to feedback and development advice • Feedback and SPRs are used. • A good attendance record and a prompt arrival time • Beyond the classroom. Teacher usually responds to emails.
L1	<ul style="list-style-type: none"> • Teacher utilises the Teacher Checklist weekly • Lesson planning, material selection and general structure of classes is consistently good. Teach-Test in clear action. • A very good grasp of the subject material • Relationship with students and parents is positive • Teacher deploys good classroom management skills in most lessons. The PDP is occasionally used. • Demonstrated ability to receive feedback and implement improvements • Teacher meets SPR targets and occasionally provides written feedback • A good attendance record. Teacher almost always arrives in time for the team brief. • Beyond the classroom. Prompt response to emails and a demonstrated team-player attitude. • Teachers shows scope for organic growth of group through teaching style



<p>L2</p>	<ul style="list-style-type: none"> • Teacher Checklist consistently met across the board • Lesson planning, material selection and general structure of classes is consistently excellent. Teach-Test used effectively and in a variety of ways. • Teacher demonstrates an exemplary grasp of the subject material, bringing passion and enthusiasm to lessons • Relationship with students and parents is very good. Frequent interaction with students and parents. • Classroom management skills excellent. The PDP is always used. • Teacher consistently demonstrates a receptiveness to feedback. Changes are made for improvement and adaptation. • Feedback and SPRs. SPR targets met or exceeded. Student feedback of a high quality. • An exemplary attendance record. • Beyond the classroom. Prompt response to emails and a demonstrated team-player attitude. Innovation and energy demonstrated in work. • Teachers course programmes have new students recruited organically.
<p>ACADEMIC LEADERSHIP ROLES</p>	
<p>L3 Support</p>	<p>[As Level 2]</p> <ul style="list-style-type: none"> • Well-delivered support to students in need of additional guidance • An understanding of key stage objectives and exam board formatting • A clear sense of student progression paths • An understanding of the hierarchy of Academy academic procedures • Demonstrated ability to work to a timetable • Evidence of being able to work well in a team
<p>L4 HoD</p>	<p>[As Level 2]</p> <ul style="list-style-type: none"> • Ability to direct the support of students in need of additional guidance • An exemplary understanding of key stage objectives and exam formatting. Assessment objectives considered in planning. • A clear and innovative vision for curriculum development • An excellent grasp of the structure of Academy academic procedures • Proven track record in producing timetables for staff • Demonstrated ability to work well in a leadership position • Management of student feedback implementation • Quality assurance of termly workpack development • Control and dissemination of resources amongst department



[7.3] Staff Equipment and obtaining an enhanced DBS

What we provide:

- A teacher training manual
- Blank SPR slips
- Blank teaching record sheets
- A digital folder of document templates

What teachers must bring to lessons:

- Board markers
- Spare pens and pencils
- Spare coloured pens (red or green) for marking
- A stapler with staples

It is important that you bring all this equipment to every lesson. In addition, it is advised that new members of staff should bring along their training materials to the first few weeks of class to help familiarise themselves with the role.

NOTE: Centre managers are advised to conduct occasional spot-checks to ensure that staff are always properly equipped. Failure to possess the necessary equipment will result in a verbal warning. Repeat offences will entail disciplinary action.

Enhanced DBS

To comply with good child safe guarding practices and ensure a safe working environment, all staff at The Academy will need to provide evidence of an enhanced DBS that is less than 6 months old. The Academy will conduct this check for those staff who have not had this check carried out before. The cost of completing this enhanced check is £55.89 and will be taken from the freelancer's first paycheck. Teachers completing 24 weeks will be remunerated 30% of this whilst those completing 50 weeks or more will be remunerated 100%. The Academy does not profit in anyway by carrying out this check.

Please find more information here:

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>



[7.4] Dress Code

We expect a high level of professional appearance from staff. Staff should dress professionally without the need to be overly-formal.

For male staff a collared shirt, smart trousers and smart footwear should always be worn. Male staff are strongly encouraged to wear a blazer or suit jacket, though the wearing of a tie is optional. Shorts, casual jeans, trainers and garish jewellery are not acceptable.

Female staff should also be dressed formally. Though there is no prescribed uniform, it is important that female staff maintain a professional appearance. Jewellery and make-up should be reasonable and conservative in appearance. Similarly to male members of staff, we encourage female staff to wear a black or white shirt/blouse and suit jacket or blazer alongside a formal trouser or skirt.

All staff will be issued with a lanyard and identification badge. The ID badges help teachers stand out to parents and students. They should be worn at all times, but especially when parents are picking-up and dropping-off their children.



Teaching Students

[7.5] Teaching Basics

Being a good teacher means many things to different people. Ask yourself, what made particular teachers at school so memorable? Or, what made some teachers more effective at teaching than others? How did excellent teachers maintain discipline in class?

Below we've outlined some of the things we think makes an excellent teacher.

1. A vibrant personality

Teachers have a tricky task. While on the one hand they have to find creative ways to explain information, they also have to balance this with keeping students interested. Part of this is allowing their personality and passion for the subject to shine through. Teachers have to show the students that they know what they are talking about – only then will the students bother to pay attention to what is being said! Confidence plays a large role: a loud voice, assertiveness and a personable character are key.

2. A great first impression

The first impression that teachers make lasts with students forever. Teachers should exude positivity and enthusiasm as soon as they walk into the classroom. Small talk with the students helps teachers to bond with the students at their level. Ice breaker activities can also be a great way to set the tone! Equally, it is also important to maintain ground. Students need to understand that the teacher sets the rules and expectations of students should be clearly and consistently upheld.

3. Mastery of the subject material

To be able to teach convincingly it is imperative that teachers fully understand the topic themselves. If teachers are unconvincing in their delivery of a topic, then it is likely that students will fail to grasp the material themselves. Teachers must be sure of what they are teaching even if that involves revising material. At a basic level teachers should have excellent spelling, write using good grammar and speak eruditely.

4. Excellent classroom management

An effective teacher is first an effective manager! If a teacher is not in control of their class, there is no hope for learning. It is very easy for students to become distracted, whether it be by mobile phones, idle chit-chat or what is going on outside the window. It is the job of the teacher to find ways to always direct the attention of their students back towards what they are teaching. Finding creative ways to explain topics and allowing passion for the subject to shine through plays a big part, but sometimes discipline is necessary. Teachers should **ALWAYS** respond to bad behaviour – no matter how big or small. If students understand what is expected of them, and that a failure to meet these expectations always meets with repercussions, then they will be far wiser of the teacher's authority. A combination of respect for the teacher and the creative presentation of lessons combines to make a manageable classroom. All students must be engaged with the lesson and breaches of The Academy's code of conduct should be swiftly and firmly addressed. Lesson planning, appropriate seating arrangements and clear boundaries are the keys to effective classroom management.

[7.6] Structuring Lessons

The Academy's commitment to quality lessons entails that all classes are well structure. Lesson planning is a crucial element in considering the structure of your lessons. Given the Academy's use of workpacks, most of teacher's lesson planning has been conducted in advance. However, things might not always go to plan. Teachers must spend time estimating what it is possible to cover in a single week, even if this means splitting a topic over several weeks.

The Teach-Test Approach

Though a teacher might present a concept in an exciting and enthusiastic way, to ensure that the material sticks it is important to always test how well students have gauged a concept. Teaching should take place in small digestible chunks which can be practiced by students. By teaching in small steps and then providing time for consolidation through practice questions, the teacher adopts an effective teach-test approach.

Teach-Test in action

Consider a simple algebraic concept ...

$$2a = 2 \times a$$

The above equation looks simple. Teachers might well assume that students could grasp the concept intuitively. However, this is not always the case. If a student does not grasp the above concept, then they will fail to understand more difficult concepts, such as...

$$2a \times b = 2ab$$

It is important that teachers teach in easily digestible chunks. One idea should be taught at a time and then practiced to ensure it sticks. It is imperative that every little concept, however simple it may be, should be understood fully by the pupils.

A teacher should set at least five questions testing students ability to understand how the multiplication of numbers and letters is represented in algebra, before moving on to how the multiplication of numbers and *multiple* letters is represented in algebra.

Note making

In addition to the teach-test approach, teachers must ensure that they are providing students with clear notes. Notes should comprehensively explain the topic, making use of diagrams, examples and quotations where appropriate. All notes should flow into one another – in other words, student notes should read like a story.

Timeline of an effective lesson

Introduction	Teacher makes the class feel relaxed with some small talk. Desks should be tidy, coats and hats should be off and students should have their equipment ready.
The Academy Quick Test	Students sit a TAQT covering material from the following week. Results recorded in the TAQT record sheet.
Teach Topic #1	The teacher should explain the first concept of the day. This might involve analysing a piece of text, working through examples on the board, or using practical tools to demonstrate a concept. In all cases, students should be given clear and concise notes on the topic.
Test Topic #1	Students should be set a task that tests understanding of the first topic. This might involve group work, problem solving, or creative responses.
Check Topic #1	Teachers should check how effectively students are responding to the set task. If students are finding the work challenging, teachers should attempt more ways of explaining the topic. If students are finding the work simple, teachers may want to move on to a second lesson topic.
Teach Topic #2	...
Test Topic #2	...
Check Topic #2	...
Set Homework	Teachers should set homework that will help consolidate the topics covered in class. The homework task should take between 20 minutes and 1 hour to complete.
Conclusion	Teachers should test understanding by asking a few closing questions about the topic. At this point all work materials should be packed away, desks should be tidy and students should be ready to move to their next class.

[7.7] The Academy Quick Tests (TAQTs)

All lessons start with a mini-test, known as a TAQT. The purpose of a TAQT is to test the student's understanding of material taught the previous week. It is expected that students prepare for this weekly test by consolidating material at home as part of their homework.

Why test students?

TAQT's are effective because there is no faking the result. Students often get help from parents or siblings when completing homework, while in class it is common for students to copy one another's work. Though getting help is no bad thing, interferences like these distort the true capabilities of individual students. This means that students might display apparent understanding of a topic, while in reality understanding very little of it. The TAQT cannot be faked or cheated. It is the easiest way to ascertain how well a class understands a topic.

Guidelines for TAQTs

- A TAQT should always be ready on the board before students arrive for class. When they do arrive they can start work straight away.
- The TAQT, like all written work, should be completed neatly on a new page, with a clear date and title.
- TAQTs should always be completed individually – no group work.
- TAQTs should always be completed in silence and cheaters should be confronted.
- The results of the TAQT should always be recorded in the teacher's TAQT record. Students may also chose to note their results.

[7.8] Dealing with Challenging Behaviour

Challenging behaviour disrupts lessons or puts others at risk. Challenging behaviour can take the form of **actions** or **inactions**.

Behaviour that disrupts the classroom	
Actions E.g. leaving the classroom, disrupting fellow students, intimidating or excluding others, fighting,	Inactions E.g. constantly being late, 'opting out' of activities or not trying, refusing to contribute, failing to complete homework

Active prevention is better than cure. Young people will avoid exhibiting challenging behaviour if there are clearly boundaries in place with an effective and consistent discipline and reward system.

Reward Culture:

Praising good behaviour can be much more effective than criticising bad behaviour. The Academy fosters a reward culture through individual awards. Students are given **Academy Merits** when they demonstrate positive behaviour. These positive behaviours must fall within one of the following descriptors:

- **Effort:** The Young person has demonstrated considerable effort – going above and beyond the call of duty – in their work or general class behaviour.
- **Excellence:** The young person has produced or continually produces work of an unusually high standard.
- **Communication:** Either through written work or verbally the young person has powerfully expressed or explained a difficult idea to others.
- **Teamwork:** The young person has demonstrated the ability to work well as part of a team in class.

At the end of each day teachers nominate students for merits in front of their peers. This is done verbally and by giving the young person a raffle ticket that has their name and the reason for their merit written on the back. At the end of the month a raffle ticket is drawn at random and the young person with the corresponding number wins a prize (e.g. a box of chocolates).

Student Code of Conduct:

Upon joining the Academy parents and students are asked to agree to the terms of the student code of conduct. If students breach this code of conduct there must be a clear and consistent response from staff. The Academy uses a dedicated progressive discipline plan to ensure that all staff follow the same discipline procedure.



L1	<p>Minorly disruptive behaviour (e.g. talking in class, failure to engage with work) Minor breaches of school rules (e.g. chewing gum, uniform, eating in class) Poor organisation (e.g. forgetting workpacks, arriving late) Use of mobile phone in class</p> <hr/> <p>Verbal warning. Remind student what is expected of them.</p> <hr/>
L2	<p>More than two verbal warnings in one session Unheeded verbal warnings over multiple sessions Missing homework Use of innapropriate langauge</p> <hr/> <p>SPR to be sent home to parents..</p> <hr/>
L3	<p>Multiple L2 breaches in one class Severely disruptive behaviour (e.g. repeated shouting) Use of aggressive language or mannerisms towards other pupils</p> <hr/> <p>Student to be removed from lesson for a length of time at teacher's discretion.</p> <hr/>
L4	<p>Use of any form of prejudicial language towards pupils or staff Use of any form of physical force against pupil or staff Use/possession of any form of illegal substance or weapon</p> <hr/> <p>Immediatley refer incident to the centre manager and student to be removed from lessons for the rest of the day.</p> <hr/>

Key questions to ask when responding to challenging behaviour:

- Is the behaviour a disruptive action or inaction?
- Is the behaviour diverting my attention away from other pupils?
- Are other pupils copying the behaviour?
- Has the student received warnings about this behaviour previously?
- Is the disruptive student simply not being engaged properly in the class?

[7.9] Managing Class Energy Levels

One of the most common sources of disruptive behaviour is inadequate or excessive student energy levels. One way to increase energy levels is to play games and energisers, while calmers can be used to settle a class down.

All Academy sessions fall outside normal school hours. This means that many students will be very tired having been at school all day, or frustrated at having to spend their free time in the classroom. Energisers are a great way to increase energy levels, giving students a boost and setting a positive tone for the rest of the class.

Energisers and games

Just-a-minute

Students are challenged to speak for 1 minute on a given subject without repetition, hesitation or deviation. The topics can be completely random, or selected by the teacher to match the topics of recent classes/homework. Other students can 'buzz-in' if they believe the speaker has broken the rules. If the challenge is accepted by the game master, the challenger takes over the topic for the remainder of the minute. The winner is the person who is speaking at the end of the one minute.

Splat

Ask everyone to stand in a circle with one person in the middle. The person in the middle spins and then points at one person and shouts 'SPLAT!' That person pointed at must duck and the two people on either side must splat each other. If the first person doesn't duck, they are out. If they duck fast enough, the slowest of the people on either side to splat the other is out. Continue until you are down to just two people. When there are only two people left, begin the duel.

THE DUEL: The two remaining players stand back to back in the middle of the circle. A category of objects is called out, such as 'cereal'. Each time the game leader calls out a cereal, the players take a step forward. When an object is called out that is NOT a cereal is called out, they must splat the other player. First one to splat wins!

Twenty-One

Students must count to 21 as a group. Going around the circle everyone counts in sequence. Whoever lands on 21 makes a rule for the next round. The purpose of these rules is to make it harder and harder to reach 21.



Ask the young people to be creative when making new rules. Some examples are: instead of saying five clap, stay silent for 10, spin in a circle for even numbers, say all multiples of three in a Scottish accent etc. If students get it wrong they are out. The winner is the last person in.

Two truths and a lie

Ask the students to think of three things about themselves: two that are true statements and one that is a lie. Then select a person to share his or her three statements then ask the rest of the team to vote on which statement is a lie. This is a great activity to deliver at the start of the year when students are just starting to get to know each other.

Scattergories

Split the group into groups of about three or four and ask them to draw a grid on a piece of paper. Ask them to head each column with categories you have chosen e.g. movie, TV show, place, food or song title. [NOTE: Categories can be selected in relation to a lesson topic to make the game more educational e.g. Shakespeare plays, planets of the solar system, U.S. Presidents etc]

Once everyone is ready, shout out a letter. Each group must come up with a word beginning with that letter that fits the category. They are given 60 seconds to do so.

The goal is to guess something that the other teams won't. Teams score zero if they fail to come up with an answer, five points if they share an answer with another team and 10 points if they have an answer that no other team has.



Energisers boost energy levels, and calmers bring energy levels down. They are also great for students to get to know each other on a deeper level and can aid communication.

Calmers

Zen Counting

Requires students to be aware of one another and work together. Instruct participants that they, as a group, must count from 1 to 50. The trick is that the students must count out loud together, but only one person can say a number at a time. If two people shout out the same number at the same time, everyone must start from 1 all over again.

Twenty Questions

A member of the group is selected at random to think of a famous person – fictional or real. The rest of the group must ask questions to try and assess the identity of the person, but the person being questioned can only respond with 'yes' or 'no'.

[7.10] Student Progress Reports (SPRs)

An SPR is a report slip filled out by teachers for individual students. SPRs are used to keep parent's up to date with their child's progress. They can be given out for positive or negative reasons.

Why are SPRs important?

SPRs are a unique feature of the Academy's teaching style.

- They stand out over the conventional approach of writing comments in books
- They keep parents up to date about a student's strengths and weaknesses
- They inform parents and students about specific areas to work on
- They provide immunity to teachers against parental complaints

Remember, SPRs are your link to the parents. Using them effectively will protect you from complaints and make teaching easier!

When to write an SPR

It is expected that each student should receive an SPR *no less* than once every 4 weeks. This is a minimum and teachers should give out an SPR whenever they feel it is valid. Some potential scenarios include ...

<ul style="list-style-type: none"> • To praise an exceptional piece of work • To offer revision advice • To suggest areas that a student should focus on • To make parents aware of missing homework, or other breaches of school rules 	<ul style="list-style-type: none"> • To offer individual feedback on exams • To request parental support in encouraging a positive work ethic • To congratulate students on excellent exam performance • To suggest further activities/resources that might benefit the student
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How to complete an SPR

SPRs should be written neatly in pen. Though they can be written for negative or positive reasons, it is suggested that each SPR contains at least one piece of praise and one piece of criticism. It is recommended that teachers provide specific feedback to parents, rather than general feedback. For example, *"Student X has demonstrated great potential to succeed in their English work in todays lesson. However, ensure that your written work always makes grammatical sense. Focus on using fewer long sentences."*

All SPRs must be dated and signed by the teacher. They should be stapled neatly into the SPR record sheet of the student's workpack. Additionally, it is imperative that teachers record when they give a student an SPR and regularly ask students if their SPR's have been signed by a parent or guardian.



SPR Targets

As SPRs are an important part of the Academy's ethos. As such, you will be set monthly targets for their completion. These targets will be set for each class you teach. The general rule for SPR targets follows:

$$\text{SPR Target} = \text{number of students in class multiplied by } 1.5$$

This target ensures that SPRs are handed out at slightly above the rate of one per-child per-month. If you are not meeting your SPR targets, prepare to be questioned by your centre manager. Teaching groups who fail to meet their target before the end of each month will be given higher targets the following month to compensate.

[7.11] Homework

Students should be set a good amount of homework at the end of each class. Homework should:

- Always reinforce work covered in class, *OR* prepare students for the material to be covered in the next class.
- It is good practice to tell students that the class is not finished until everyone has clearly written their homework. Teachers can walk around the group before dismissing the groups.
- Always be explicitly relevant for class – no random assignments for the sake of setting an assignment.
- Always be recorded by students in the homework record section of their workpacks.
- Take between 30 minutes and 1 hour for a student to complete.

To save time in class, teachers should plan their teaching so homework takes no more than 5-10 minutes to explain. Teachers should avoid students copying large amounts of text or questions from the board at all times,. Instead tutors should plan their lesson well and provide an access links where possible. Even if you have run out of time, providing an access link and then uploading the homework post lesson is still a better approach than wasting valuable time in lesson having students copy from the board.

Remember that despite your best efforts there will always be cases where homework is incomplete, or completed to a very poor standard. In these instance, always follow the disciplinary measures outlined in the **Progressive Discipline Plan**.

*Anchor Support

Students in our Anchor group are the youngest in the centre. To encourage an efficient style of learning, teachers responsible for this group do not need to teach their entire lesson on the whiteboard and expect students to copy off the board. It is acceptable for students in this group to be given worksheets for classwork and homework. Homework worksheets are often better provided through access links Ultimately we leave it to teachers to decide whether they prefer to give printed handouts instead.



[7.12] Record Keeping

Teachers are expected to keep one double-sided document updated on a weekly basis. **This must be completed for every class the teacher has conducted, even where that member of staff is not the usual teacher.** These records stay with the centre manager at the end of the day.

- ✓ This protects the consistency in teaching where teachers are unexpectedly absent.
- ✓ Failure to keep records up-to-date will be addressed by the centre manager.

End of Month

At the end of the month it is important to average all students scores and hand in record sheets to your manager.

Students who have not performed well (or behaved well) must be informed to the centre manager and written on the debrief at the end of the day. This is now the responsibility of the manager and he/she should decide whether to speak with parents or devise a new action plan for each child in question.

[7.13] Example of a completed TAQT record

TEACHER: Mr. Smith	GROUP: GCSE L1				SUBJECT: ENGLISH				MONTH: SEPT 2017							
	Date: 2/9/17		Date: 9/9/17		Date: 16/9/17		Date: 23/9/17		Date: 30/9/17		Notes	HW	TAQT	Avg. %		
Student	TAQT	HW	Notes	TAQT	HW	Notes	TAQT	HW	Notes	TAQT					HW	Notes
John	9/10	10/10		9/10	9/10	U	5/10	None	SPR	-	-	A	6/10	N/A	L	80
Mohammed	8/10	9/10	SPR	7/10	7/10		10/10			9/10	2/10		9/10	6/10		74
Claire	-	-	A	2/10	N/A	SPR	6/10			-	-	A	8/10	N/A		53
Jess	4/10	7/10		4/10	8/10		6/10		L	2/10	3/10	SPR	6/10	8/10		53
Ang	6/10	6/10		5/10	9/10	SPR	8/10			-	-	A	5/10	N/A	SPR	65
Harry	5/10	8/10	L	8/10	4/10		8/10			5/10	6/10	L	10/10	10/10		70
Ellie	10/10	8/10		8/10	10/10		8/10			10/10	6/10	SPR	9/10	10/10		88
Deepat	5/10	8/10	SPR	8/10	2/10		9/10			10/10	10/10		10/10	5/10		74

L
 U
 SPR
 A

Student arrived late to class
 Student was not in the correct uniform
 Student received an SPR this lesson
 Students were absent from class



[7.14] Example of a completed Teaching Record

Boxes ticked
when
teacher has
completed
task



Group: Achieve (PM)

Month: September 2017

Subject: ENGLISH

Access link: www.theacademylearningcentre.co.uk/ELODMEDIA.pdf

Date: 01/09/2017

TAQT

Homework Marked

TOTAL STUDENTS: 9

TOTAL SPRs: 4

Workpack
pages
covered in
class

1 Classwork reference details: Completed pages 12 – 14. Exercises 2 & 3

Homework reference details: Page 14, exercise 4 + spelling list 3

Workpack
pages set for
homework

[7.15] Leave of Absence and Cover Lessons

The Academy's emphasis on high-quality teaching means that we strive for consistency for our students. This means that we expect staff to arrive promptly for class, every week. Generally, staff are granted **one** unpaid absence per teaching theme cycle. This is usually during the exam week.

Requests for leave of absence must be made to the centre manager **AT LEAST** four weeks prior to the date of absence. There is no guarantee that leave requests will be accepted, especially if other members of staff have requested leave on the same date. It is therefore imperative to request time off as early as possible.

The Academy also offers a 2 week leave to teachers for essential revision during university exam season, but only where a cover is available and where plans are submitted for lessons.

If staff are granted leave, it is expected that they should prepare a cover lesson plan for **EVERY** class they are missing. The Academy provides a template for planning, which is found in the templates folder. Completed lesson plans should be emailed to the centre manager at least three days prior to the absence.

Procedure for unexpected absence:

If unexpected circumstances mean you cannot attend class, you must let your centre manager know as a matter of urgency. Where possible, you should inform your centre manager at least 48 hours in advance. You are still expected to prepare a cover plan where possible.

[7.16] Remuneration:

All staff will have agreed upon an hourly salary with their centre manager. Increases to this rate are to be expected where teachers demonstrate ability and commitment within the role. (See Section 7.2). As independent contractors, it is the imperative of staff members to claim for their hours worked. Hours must be emailed to p.vora@theacademylearning.co.uk by the end of each month, or payment will be significantly delayed. Payments are usually made 10 days after the last Saturday of each month.

[7.17] Additional Resources and Materials

PREVIOUS ENGLISH WORKPACKS

Black Literature GCSE (Higher) www.theacademylearning.co.uk/NBODBLIT.pdf
 High level literature workpack focusing on the works of black authors. The pack covers writers like James Baldwin and Toni Morrison, as well as artists like Nina Simone and Kendrick Lamar. Strongly encourage teachers to cover essay advice in NBODLITSOC with students before attempting this course.

Literature and Society GCSE www.theacademylearning.co.uk/NBODLITSOC.pdf
 High level literature workpack covering some broad social topics, including feminism, race, the threat of science and social isolation in the 21st century. Workpack teaches essay writing skills in chunks, with a focus on integrating context into a written argument.

English Language Revision 2 GCSE (Higher) www.theacademylearning.co.uk/NBJALANG2.pdf
 Further Language paper 1 short stories and past papers. This pack contains extracts of a more difficult level than LANG1.

English Language Revision 1 GCSE www.theacademylearning.co.uk/NBJALANG1.pdf
 General workpack designed to work through past paper for new 2015 AQA language syllabus. Breaks down assessment objectives and includes past questions for paper 1 and paper 2.

The Written Media GCSE/Achieve GCSE: www.theacademylearning.co.uk/NBJMMEDIA.pdf
 ACHIEVE: www.theacademylearning.co.uk/ELODMEDIA.pdf
 Workpack designed to encourage student engagement with print media. Discussions of objectivity and subjectivity, fake news and the reliability of sources, political bias, and the use of language to persuade.

To Kill a Mockingbird Achieve www.theacademylearning.co.uk/RKJMBIRD.pdf
 Introduction to the major themes and characters of TKAM. Study of contextual history, close passage analysis and creative responses. Copy of adapted text can be found at:
www.theacademylearningcentre.co.uk/RKJMBIRDS1.pdf

International Literature Develop www.theacademylearning.co.uk/MDJAIL.pdf
 A course designed to introduce students to a number of the classics of international literature. Includes works translated from French and Russian.

Narrative Writing Develop www.theacademylearning.co.uk/NBODNAR.pdf
 Course designed to teach up the basics of narrative writing: plot, characters, detailed writing, language techniques. Can easily be adapted for use with older groups for GCSE English Language exams.



Voices Poetry Develop www.theacademylearning.co.uk/AL1poetry.pdf
 Simple introduction to poetic language, form and structure. Focus on the poet's personal voice.

Basic Literacy Anchor Level 2 www.theacademylearning.co.uk/AKODAL2.pdf
 Topics: Adjectives, basic grammar, similes, speech marks, differentiating person, fact versus opinion in non-fiction, haiku poems, kenning poems, personification, writing stories

Basic Literacy Anchor Level 1 www.theacademylearningcentre.co.uk/AKODAL1.pdf
 Topics: Nouns, adjectives, question marks, exclamation marks, sentence structure, reading and writing stories, similes

PREVIOUS CORE SKILLS WORKPACKS

International Politics	Develop +	http://www.theacademylearning.co.uk/RKJMIP.pdf
British Politics and Government	Develop +	http://www.theacademylearning.co.uk/RKMJCS.pdf
Basic Debating	Develop +	http://www.theacademylearning.co.uk/CSDEB.pdf

PREVIOUS MATHS WORKPACKS

Key Stage 4 Revision Notes	GCSE	www.theacademylearning.co.uk/PVODMREV.pdf
Key Stage 3/4	GCSE	www.theacademylearning.co.uk/MTHJMKS34.pdf
Key Stage 2/3	Achieve	www.theacademylearning.co.uk/MTHJMKS23.pdf
Key Stage 2/3	Develop	www.theacademylearning.co.uk/PPJADM.pdf
Key Stage 2/3	Develop	www.theacademylearning.co.uk/FAODDM.pdf
Key Stage 2	Anchor	www.theacademylearning.co.uk/NBJAAL2.pdf
Key Stage 1 /2	Anchor	www.theacademylearning.co.uk/NBJAAL1.pdf
Key Stage 1	Anchor	http://www.theacademylearning.co.uk/KS1MATHS.pdf

PREVIOUS SCIENCE WORKPACKS

Key Stage 3/4	GCSE & Achieve	www.theacademylearning.co.uk/ITJASCI2.pdf
Key Stage 3/4	GCSE & Achieve	www.theacademylearning.co.uk/RVODSCI.pdf
Key Stage 3/4	GCSE	http://www.theacademylearning.co.uk/AVJMSCI.pdf
Key Stage 3/4 Physics and Chemistry	GCSE	http://www.theacademylearning.co.uk/PPMJSCI.pdf



FURTHER MATHS RESOURCES

www.studymaths.co.uk

www.mathsprint.wordpress.com

www.snappymaths.com

www.math-drills.com

www.emaths.co.uk/

GENERAL MATERIALS:

www.primaryleap.co.uk LOGIN: info@theacademylearning.co.uk

PASSWORD: theacademy

www.tes.co.uk LOGIN: parasv

PASSWORD: theacademy

If the user name and passwords does not work, please email staff@theacademylearning.co.uk

[7.18] Class handouts and printing deadline

All students at The Academy should bring a copy of their workpack to class each week. Students can either buy these from the centre or print their own copy at home with the relevant access link. Copies must be printed in colour to aid lessons for all tutors.

Work packs may not always contain relevant questions for your homework or classwork. To reduce paper waste, The Academy encourages all teachers to provide homework as an access link where they are supplementing the work pack with additional questions.

Please ensure that these hand-outs are not something that students can easily copy from the board. Where feasible we advise teachers to have student share copies in the lesson.

Essential handouts for class maybe required from time to time. The Academy will print these for tutors providing they are received no later than 3 days prior to class. In all cases, with no exceptions, any material not provided by The Academy must be sent to staff@theacademylearning.co.uk before lessons. Teacher should state printed copies required when emailing to the above address.



[7.19] Personal Information and safety

The safety of our teachers and students is our utmost priority and we do everything in our power to ensure that the learning environment meets both our high standards and the standards set by the government.

We advise all teachers to familiarize themselves with our child protection policy.
www.theacademylearning.co.uk/CHILDPROTECTIONPOLICY.pdf

During training your manager will also explain the fire protocol, toilets and wash facilities protocol as well as the day-to-day procedures (operations) required in order to maintain the general safety and welfare of staff and pupils.

- All teachers at The Academy will be set up with their own personal email account. Teachers should only correspond for work related matters using this email account.
- Pupils at the school should refer to teachers by their surnames only.
- Teachers should not disclose their age, background or ethnicity to pupils.
- Teachers must wear their name badge at all times.
- Teachers must not accept “friend requests” on social media from any student attending The Academy Learning Centre.

If at any stage you require further information or advice please speak with your centre manager who will be happy to help.

Please find more information here: <https://www.gov.uk/guidance/standards-for-school-premises>

