Tutor Standards

Issue date	22nd March 2024
Last reviewed date	4th July 2025
Renewal date	4th July 2027
Author	Olivia Woodhams, Skills & Quality Assurance Manager
Approved by	Joanna Mulgrew, Skills Academy Lead
Notes	This document should be used in conjunction with the HBXL Adult Safeguarding Policy, Staff Code of Conduct and Staff Handbook.

1. Aims and Scope

HBXL's Tutor Standards are based on the DfE's Teaching Standards, which define the minimum level of practice expected of teachers. HBXL's Tutor Standards set out the high standards of teaching and personal and professional conduct expected of tutors at the HBXL Skills Academy, whether they hold Qualified Teaching Status (QTS) or other teaching/training qualifications. HBXL's Tutor Standards are used to assess tutors' performance as part of staff appraisal arrangements.

This document should be used in conjunction with the HBXL Adult Safeguarding Policy, Staff Code of Conduct and Staff Handbook.

2. Tutor Practice Standards

Part One: Teaching

A tutor must:

1. **Set high expectations which inspire, motivate and challenge learners**
   - establish a safe and stimulating environment for learners, rooted in mutual respect
   - set goals that stretch and challenge learners of all backgrounds, abilities and dispositions
   - demonstrate consistently the positive attitudes, values and behaviour which are expected of learners.

2. **Promote good progress and outcomes by learners**
   - be accountable for learners' attainment, progress and outcomes
   - be aware of learners' capabilities and their prior knowledge, and plan teaching to build on these
   - guide learners to reflect on the progress they have made and their emerging needs
   - demonstrate knowledge and understanding of how learners learn and how this impacts on teaching
   - encourage learners 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 learners' 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

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners 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 learners

- know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively
- have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these
- know how to adapt teaching to support learners' education
- have a clear understanding of the needs of all learners, 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
- make use of formative and summative assessment to secure learners' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give learners regular feedback, both orally and through accurate marking, and encourage learners 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 the digital classroom, and take responsibility for promoting good and courteous behaviour in accordance with HBXL's Learner and Behaviour Disciplinary Policy and Learner Handbook
- have high expectations of behaviour, using feedback to promote positive learning behaviours and attitudes
- manage groups of learners effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them
- maintain good relationships with learners, 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 HBXL Skills Academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with employers with regard to learners' achievements and well-being.

Part Two: Personal and professional conduct

A tutor 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 tutor's career.

- Tutors uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside of the education provision, by:
    - treating learners 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 learners' well-being, in accordance with statutory provisions
    - showing tolerance of and respect for the rights of others
    - not undermining fundamental British 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 learner's vulnerability or might lead them to break the law.
- Tutors must have proper and professional regard for the ethos, policies and practices of the HBXL Skills Academy, and maintain high standards in their own attendance and punctuality.
- Tutors must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.