



Study Guide

Rules & Regulations

TLC Private School

"Where Every Child Matters"



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Introduction

The Study Guide, Rules and Regulations document is written in full compliance with the Republic of Cyprus legislation that regulates the establishing and operating of private schools: "Νόμος που ρυθμίζει την ίδρυση και λειτουργία ιδιωτικών σχολείων και άλλα συναφή θέματα" N. 147(I)/2019. This document governs the operation of The Learning Centre, Peyia and it is binding for all the members of the school community, staff, pupils and parents/guardians.

The school reserves the right to make additions or amendments to the document when it is deemed necessary, in which case, once approved by the Cyprus Ministry of Education, Sport and Youth, the revised document will be published on the school website, and it will stand in force from the date of publishing on the school website.

School	MoECSY Registration No.
Private Kindergarten, TLC	7.10.43.8
Primary School, TLC	7.18.07.45
Secondary School, TLC	7.18.06.49
Company reg no. 269311	

Licensed Operator and Director

MR IAN WELLS

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Website: www.tlccyprus.com

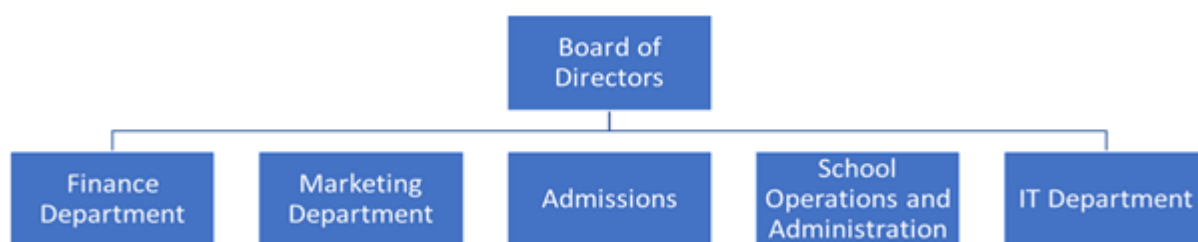
Facebook: <https://www.facebook.com/tlcprivateschoolcyprus>



Mission Statement

"First class education and a strong community spirit at TLC Private School, develops assured, resilient, and reflective young people, empowered with the knowledge, skills and understanding to become successful individuals with strong values at the core of everything they do."

Administration and Management at TLC



Name	Role
Board of Directors	
Ian Wells	License Operator/Director/Principal
Laura Wells	Director/Head of HR
George Ioannou	Director
Finance Department	
Philippa Cann	Finance Manager/Exams Officer
Carol Harley	Finance Assistant
Marketing Department	
Maria Charalambous	Marketing Manager
Anastasia Charalampidou	Marketing Assistant
Admissions	
Kelly MacIntyre	Academic Registrar
School Operations and Administration	
Melissa Lewis	Operations Manager
Theresa Wheeler	SIMS Data Manager/IT Support
Beata Vass	Secondary Receptionist
Kemal Cullen	Primary Receptionist



Iwona Majchrowicz	Cleaner
Sevda Ali	Cleaner
Georgia Christodoulou	Cleaner
Kyriakos Limbouridis	School Caretaker
Michalakis Kyriakou	School Bus Driver

School Profile

- The school was launched in September 2010 in the small village of Peyia in the Paphos district and is fully recognised by the Cyprus Ministry of Education, Sport and Youth (MoECYSY) as private schools of “**Different Type**” in terms of its relationship with the syllabus and schedule of public schools. Therefore, it differs from the curriculum of public schools. TLC follows the English National Curriculum taught in schools in the UK. The language of instruction is English and according to the legislation the Greek language is taught in all year groups approved by the Ministry of Education, Sport and Youth.
- The school began with a set of core values, intrinsic to what it saw as being essential for the academic and social development of its students. Despite the growth in the school, it has retained its caring, family feel whilst providing rigour and challenge within the curriculum, supported by the dedicated teachers.
- TLC offers comprehensive, co-educational teaching from Kindergarten to Secondary whose graduates receive an Apolytirion (recognised secondary school leaving certificate qualification).
- Recognising that school isn't just about academia, TLC Private School has sought over the years to provide its students with the means to develop life skills such as teamwork and cooperation, resilience and adaptability through sport, art and community work.
- TLC continues to look to the future and how it can further its mission to provide the best all-round education for its students, ably supported by the teachers, parents and the community.
- The school is away from crowds and traffic, yet close to many natural features and facilities that become readily available and accessible teaching and learning resources.



Ethos

The Learning Centre (TLC) is a professional organisation with high standards and aspirations. Our hope is that all who work and learn here will contribute to its success and that staff and students will be a harmonious, effective team. Our claim to be '**simply inspirational**' and for our schools to be places where '**every child matters**' must be more than words and for this to be the case, all those connected with the organisation must feel valued, show enthusiasm and a passion for success.

Teaching

We believe that our students deserve the best teachers who will deliver effective lessons. We now invest in around 50 teachers and teaching assistants to teach and support our students. The team is strong, but the Principal and Directors are not complacent, and they strive always to bring out the best in their staff through investment in Continuous Personal Development (CPD).

Learning

Many things impact on a child's ability to learn. Teachers, parents, classmates, resources, and the environment all have a part to play and at TLC we carefully monitor attainment and progress to ensure every child's success.

Community

Our school is a community and as such, experiences the ups and downs that go along with any large family. The happiness, safety and security of our students and staff is paramount and to achieve that we use Personal Development Goals of Thoughtfulness, Morality, Enquiry, Adaptability, Cooperation, Communication, Honesty, Respect, Encouragement, Challenge, Responsibility, Tolerance, Friendship and Independence. We have also introduced the International Baccalaureate's Learner Profiles to help our students become all-round learners.



Some of these help the students to become good learners, others help them to become good people, but all are important in the upholding of TLC's values. We expect all parents to help us in developing and promoting these goals.

TLC Private School's ethos is ever present in the daily life of the school but that does not mean that we don't continue to develop aspects of the ethos each day.

Admissions

Entry Requirements

At TLC we welcome every child, providing the school has available places, can meet their needs, their parents are committed to our aims and the student has the attributes, attainment level, school/pre-school history and skills that mean they can access the curriculum and contribute positively to the social aspect of life in a school community. Our aim is always to sustain and develop a cohesive, happy school environment where students feel safe and cared for.

To maintain our ethos and sustain our school community, our admission procedure includes two essential elements.

1. Interview with parents and students

We meet with parents and students to ensure we are all clear about expectations from both sides. Prior to meeting parents and students, we require from parents the student's work samples, student records, school reports and evidence of attendance (e.g., a letter from the previous school).

2. Assessment of the student

We will spend time identifying a child's needs prior to a discussion with parents about an individual entry programme. The date for the assessment is agreed with the parents and feedback to parents with our recommendations is given soon after.

Assessment types:

- Kindergarten & Pre-Primary: The child will be assessed by the Head of Early Years.
- Primary (Key Stage 1): The child will be assessed by the Head of Primary/Teacher.



- Primary & Secondary (Key Stage 2 & 3): The child will be assessed initially using the CAT4 (Cognitive Ability Test) and dependent on the outcome of this assessment it may be necessary for an English and Mathematics assessment to be undertaken.
- For Key Stage 4 & 5 there might be additional exams required depending on the (I)GCSE and A Level options of the students.

Students can be admitted at any stage in the year on a date negotiated with parents. The offer of a place can be conditional for several reasons:

- The need for a programme of support prior to entry to build skills, for example in English.
- Support required when the level of attainment is not in line with others of a similar age.
- No spaces in the year group. Classes are limited to 20 and a waiting list may apply.
- The need for specific learning needs to be addressed that require third party referral or additional resources.

However, most pupils enter the school full-time with no additional requirements.

It is always our aim to admit children into the year group according to their chronological age, but many factors are taken into consideration when determining the appropriate year group for a child.

De-Registration Process

We strive to make sure all children are happy at TLC, but if for any reason a parent needs to withdraw their child, for example, the family is relocating, we ask that the following process is followed:

Notify the following personnel in writing giving one term's notice as per the agreement made with the school upon enrolment.

- Head of relevant school - Kindergarten & Primary School – primaryreception@tlccyprus.com / Secondary School – secondaryreception@tlccyprus.com
- Finance Manager - finance@tlccyprus.com

It is important to do this, so our records are up to date, and we can readily assist if contacted by yourselves or an educational institution, requesting information on your child



in the future. We will also arrange a short meeting with a member of the Senior Management (exit interview) to review your time at TLC.

Code of Conduct

When a child joins TLC Private School they are expected to follow the Code of Conduct each school has established. The students upon enrolling at TLC are provided with a Student Planner that clearly sets out the code of conduct and form tutors, as part of the student's introductory session on their first day, clearly explains the code, so all students understand its implications. Parents/guardians also become familiar with the code as they are encouraged to examine their child's student planner throughout the course of the academic year, and they also must agree to and sign the home/school agreement on enrolment of their child at TLC.

Home/School Agreement (see Appendices)

The Home-School Agreement is an opportunity for parents, teachers and pupils to accept the responsible role they all play in delivering educational aims. Parents/Guardians and pupils are asked to sign such an agreement with the school as part of the admissions process.

Student Code of Conduct for Kindergarten, Pre-Primary and Primary School.

BASIC CODE OF CONDUCT

- Work to the best of your ability at school and at home.
- Treat everyone and everything with respect and courtesy.
- Act sensibly and responsibly always.

WHEN IN AND AROUND THE SCHOOL

- Speak politely and considerately.
- Listen to others.
- Take care of the school environment.
- Move about the school in a quiet and orderly manner and do not run.
- Keep your belongings and those of others safe.
- Wear uniform correctly always.



CLASSROOM CODE

- Learn to Listen and Listen to Learn.
- Work to the best of your ability.
- Help each other when it is appropriate but do not distract or annoy anyone.
- Always put your hand up to ask or answer a question, or when you want to contribute to class discussion.
- Ask for help when you need it.
- Do your homework as well as you can and always hand it in on time.
- Absent students are responsible for finding out what was taught in the lessons they missed and must do the homework set.

The Code of Conduct for our secondary students is the same as Primary with the additional points:

CLASSROOM CODE

- Attend every lesson.
- Arrive on time with all the equipment you need.
- Classes should line up quietly and in a single file outside the classrooms when waiting for the start of lessons.
- Lesson-change bells are a signal to staff; do not pack up your books until the lesson is concluded by your teacher.
- At the end of lessons, chairs and desks should be left tidy and students should exit quietly and in single file.

Fees

School fees are reviewed annually and are payable as follows:

- A one-off non-refundable registration fee of €450 is payable for each child place.
- A 10% deposit of the applicable annual fee is required to hold a student place for the coming academic year. Tuition fee down payments and are non-refundable under any circumstance during the first full academic year and are not merely a deposit for the upcoming year but ensure the pupil's attendance at the school for at least one full academic year. When a full academic year has been completed and all terms met, the deposit can be deducted for annual payers only at the point of



payment and will be re invoiced during term 2 of the said academic year to secure places for the next academic year.

- A 10% sibling discount is applicable on the second child and thereafter.
- A 10% discount is applicable on the annual fee provided full payment is received prior to 28th June.
- School fees can be paid either annually or in three instalments outlined in the fee illustration issued for the current academic year. Payment dates are strict and failure to meet a due payment date will result in 10% interest being added to the due amount.
- There are several options available for payment of fees for which details can be obtained from the Finance Department.
- For those students whose fees are partially met or in total by the Cyprus Government i.e. repatriated Cypriots, Turkish-Cypriots, etc), it is the obligation of the parents/guardians to settle the school fees according to the applicable payment plan irrespective of when the subsidy is received from the Government.
- The school has the right to withdraw discounts in cases that the fees or other charges are not paid in accordance with the agreed payment plan.
- The inability to continue at TLC School, for whatever reason, does not exempt the fee payer from the obligation to pay the whole of the school fees pending to the school as the departure of one or more pupils, does in no way minimises the school's running costs.
- Refunds issued will be sent to local (Cyprus) bank accounts only. We will not refund to credit cards, international banks or in cash no matter how the original payment was made.
- A level fees (Year 12 & 13) are based on up to three subjects being studied, additional subjects are charged at €1998 per annum.
- Registration in the subsequent academic year will be accepted only once outstanding fees and other financial obligations have been settled.



Fee illustration for 2024 - 2025

School Year	Annual Fee		Term 1 (due on or before 20/08/2024)	Term 2 (due on or before 15/12/2024)	Term 3 (due on or before 20/03/2025)
Kindergarten	€ 4,095		€1,639	€1,228	€1,228
Reception	€ 4,095		€1,639	€1,228	€1,228
Year 1	€ 5,245		€2,099	€1,573	€1,573
Year 2	€ 5,245		€2,099	€1,573	€1,573
Year 3	€ 5,895		€2,359	€1,768	€1,768
Year 4	€ 5,895		€2,359	€1,768	€1,768
Year 5	€ 6,115		€2,447	€1,834	€1,834
Year 6	€ 6,115		€2,447	€1,834	€1,834
Year 7	€ 6,630		€2,652	€1,989	€1,989
Year 8	€ 6,630		€2,652	€1,989	€1,989
Year 9	€ 7,100		€2,840	€2,130	€2,130
Year 10	€ 7,915		€3,167	€2,374	€2,374
Year 11	€ 7,915		€3,167	€2,374	€2,374
Year 12	€ 8,395		€3,359	€2,518	€2,518
Year 13	€ 8,395		€3,359	€2,518	€2,518

Foundation English Programme Annual Fees 2024-2025

Course	Annual Fee (in addition to the standard school fee)		Term 1 (due on or before 20/08/2024)	Term 2 (due on or before 15/12/2024)	Term 3 (due on or before 20/03/2025)
KS1 Foundation	€ 1,400		€560	€420	€420
KS2 F1 Foundation	€ 2,330		€932	€699	€699
KS2 1B Foundation	€ 1,220		€488	€366	€366
KS2 F2 Foundation	€ 1,220		€488	€366	€366
KS3 F1 Foundation	€ 2,800		€1120	€840	€840
KS3 F2 Foundation	€ 1,400		€560	€420	€420

Fees for the academic year are reviewed annually. Announcements of the next academic years fees is generally made in April providing sufficient notice to parents of any increase.

The following are additional costs to the standard fees:

- **School lunches**
- **School/class photos in Autumn term**
- **School education trips**
- **Uniform** – All school uniform available to order from the school online shop.



- **Institute Lessons**

- 1-1: €30 per lesson (60 minutes)
- 2-1: €20 per student per lesson (60 minutes)
- Group: €13 per student per lesson (60 minutes)

- **After School Clubs**

- After school clubs (unless otherwise stated) €50 per club per term
- Football Academy - €5 per session.

- **Public examination fees (Years 11, 12 & 13)**

NB. October/November and January exam series entries are payable upon receipt of invoice or registration of candidate. Summer series (May/June) entries are payable in full by 11th April 2024.

- **Pearson/Edexcel** – International GCSE from €100 per subject – subjects with a practical or coursework element start from €185 per subject.
- **Pearson/Edexcel** – GCSE from €105 per subject – subjects with a practical or coursework element start from €185 per subject.
- **Pearson/Edexcel** – International AS and A Level from €65 per unit

Please note that additional services such as access arrangements, videography, photography, and private invigilation will be charged according to the rates provided by the person facilitating them.

School Transport

NB. All transport fees are payable in advance on the first day of the calendar month. VAT is included on the rates stated. Fees are based on full time usage and one-way journeys are upon request only. Day rates are not available. Below rates are subject to change with a 4 week notice period as per agreement with the external contractor.

Zone 1: Peyia, Seacaves, St George - return service - €165 pcm

Zone 2: Kissonerga, Emba, Lemba, Chlorakas – return service €190 pcm.

Zone 3: Universal, Konia, Paphos Town, Tala, Tremithousa -return service €225 pcm

TLC+ support (in class and small groups)

TLC+ Learning Support operates across the school providing academic and/or behavioural support to students either individually or in small groups. To ensure the students are accessing the right level of provision the service will be offered across three tiers, each commanding a set annual fee*.

Tier 1

- A. Continuous monitoring and observation: €250 per academic year
- B. 1-hour weekly withdrawal: €610 per academic year*
- C. 2.5-hour weekly withdrawal: €1440 per academic year*
- D. 1:1 out of class support (scheduled): €25 per session.



**All in class support is included in the above charges*

Tier 2

- Private 1:1 key worker: Financed by parent/guardian.
- TLC+ support supplement for keyworker €1380

Tier 3

- Full time TLC+ placement €13,200 per academic year (T&C's apply)

Textbooks

***Primary:**

- Year 1: €50 per pack
- Year 2: €130 per pack
- Year 3: €130 per pack
- Year 4: €125 per pack
- Year 5: €125 per pack
- Year 6: €125 per pack

***Secondary:**

As per lists released to parents in June 2024.

**All lists are available by request from primary or secondary reception.*

Uniform

Uniform is an important part of a school's identity. It reinforces who we are as a community and helps allow students to feel pride in their school. It also ensures students are not put under any pressure because of the type of clothes they wear, and all are treated equally. It also helps prepare students for life after school where many will have to dress smartly for work.

All parents who send their children to our school must support the school uniform and hair policies and all on entry to our school parents sign a home/school agreement stating that they will support all school policies including the uniform policy.

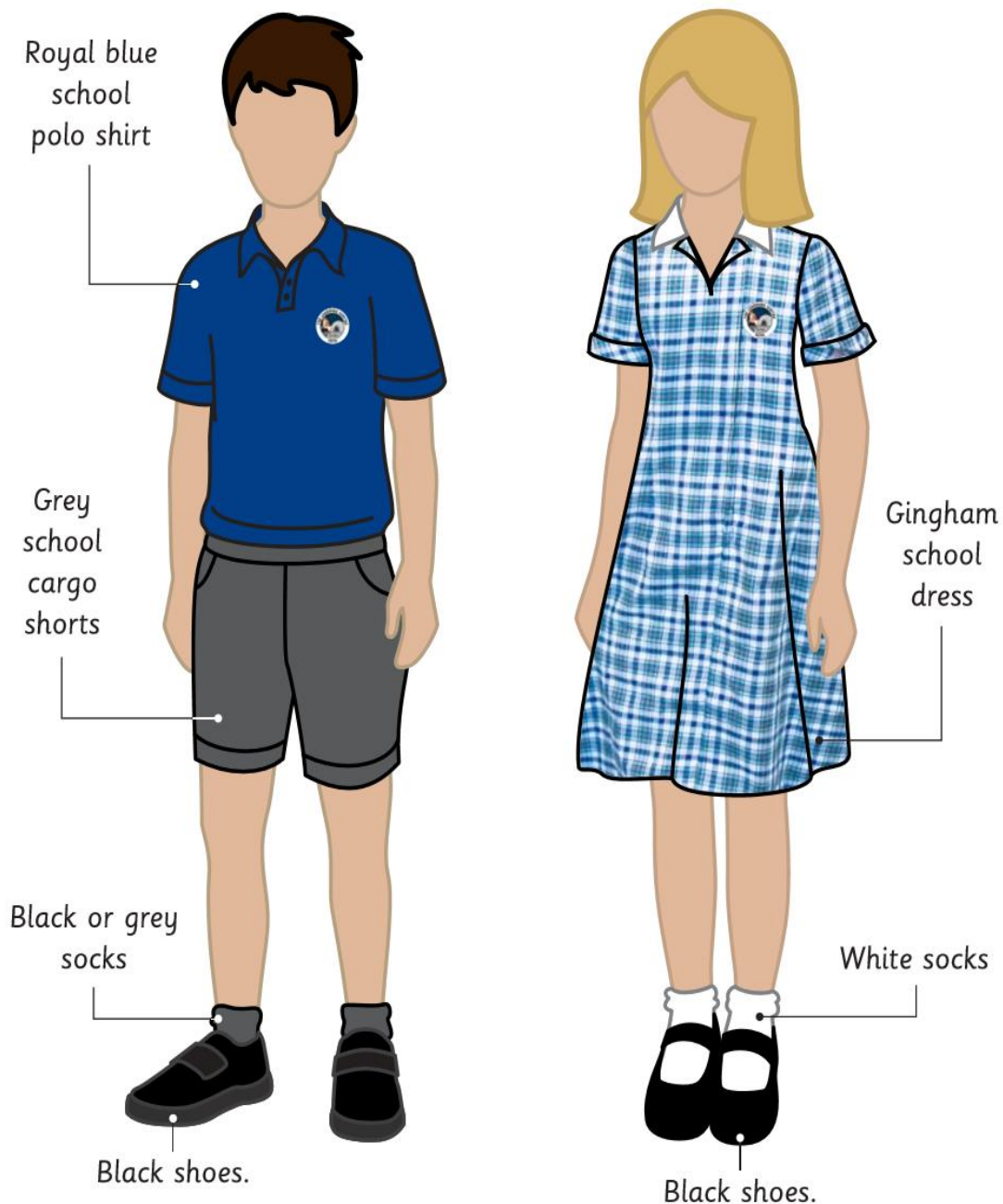
Emblems and insignia of political parties

Children are prohibited from wearing emblems or insignia of political parties during the operation of the school.

Primary School Uniform - Summer

Our school uniform can be ordered online and collected from school.

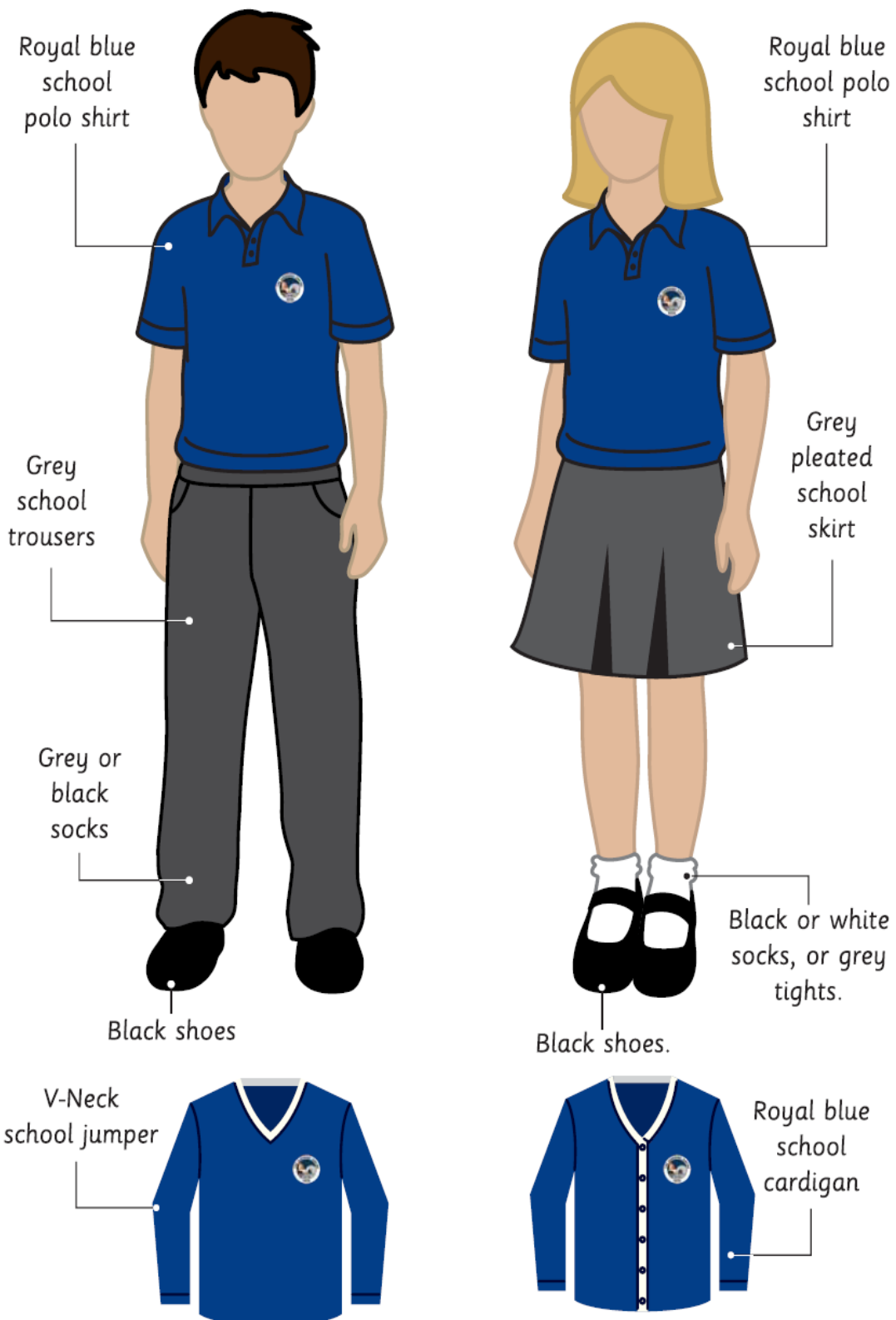
All clothing should be clearly marked with the student's name and must be clean, tidy and presentable at all times.



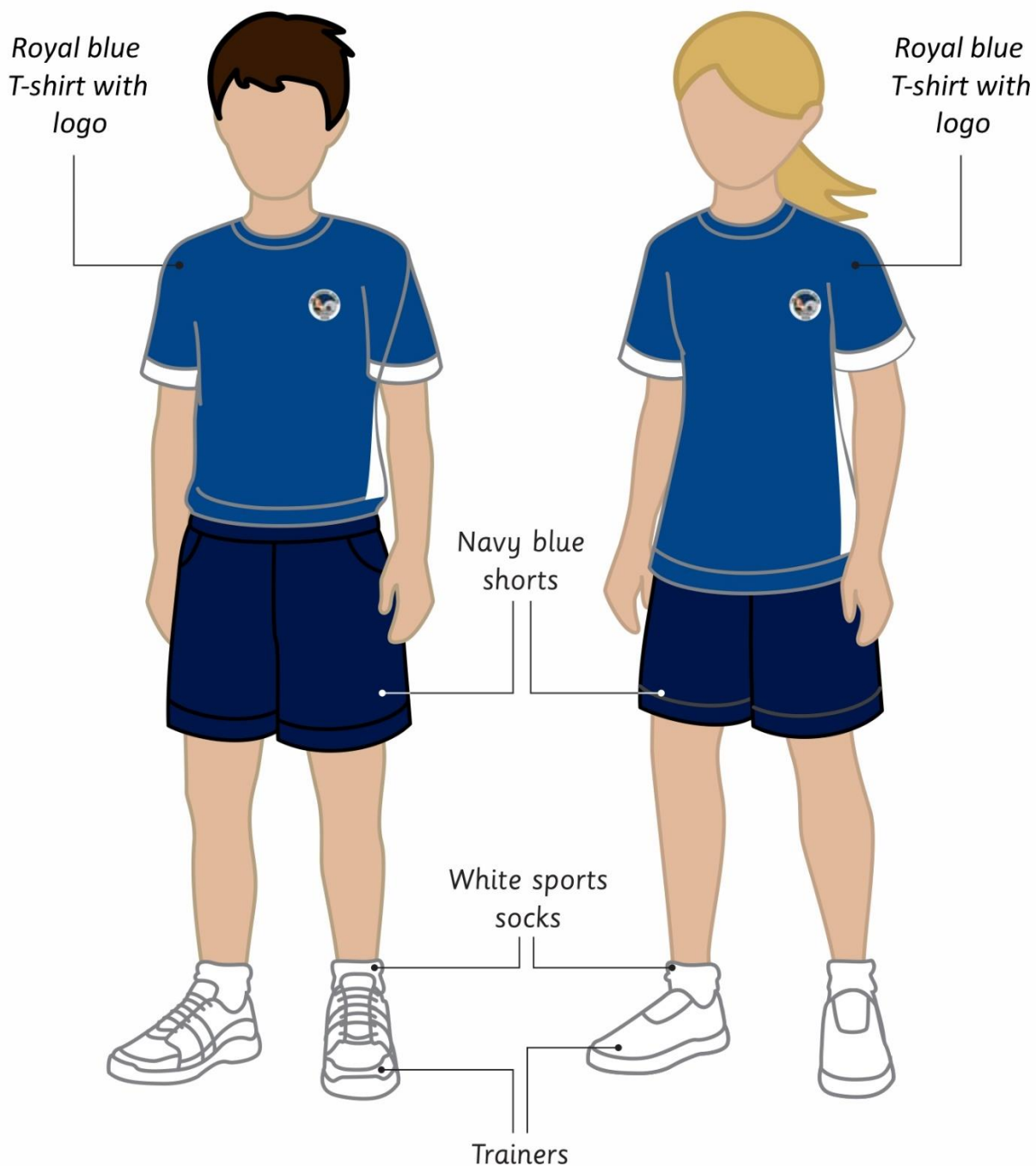
School Cap



Primary School Uniform - Winter



Primary PE Kit



Optional Items

School navy blue tracksuit bottoms and school training top with logo

Also: Plain one-piece swimsuit

Year 6 students can wear the Secondary PE Kit



Compulsory Primary Uniform

Summer

Girls

Gingham Summer Dress with badge

Plain White ankle socks

Boys

School polo shirt with badge

School grey trousers or shorts

Grey or black ankle socks

Winter

Girls

School polo shirt with school badge, no coloured T-shirts inside (only white)

School grey pleated skirt – when standing the skirt is required to be slightly above the top of the knee.

School cardigan with badge

White or black socks/Grey tights only

Boys

School polo shirt with school badge, no coloured T-shirts inside (only white)

School grey trousers

School V-neck sweatshirt

Grey or black ankle socks

PE Kit (Boys and Girls)

School navy blue shorts



School Royal Blue T-shirt with badge

School training top with badge (optional)

School navy tracksuit bottoms (optional)

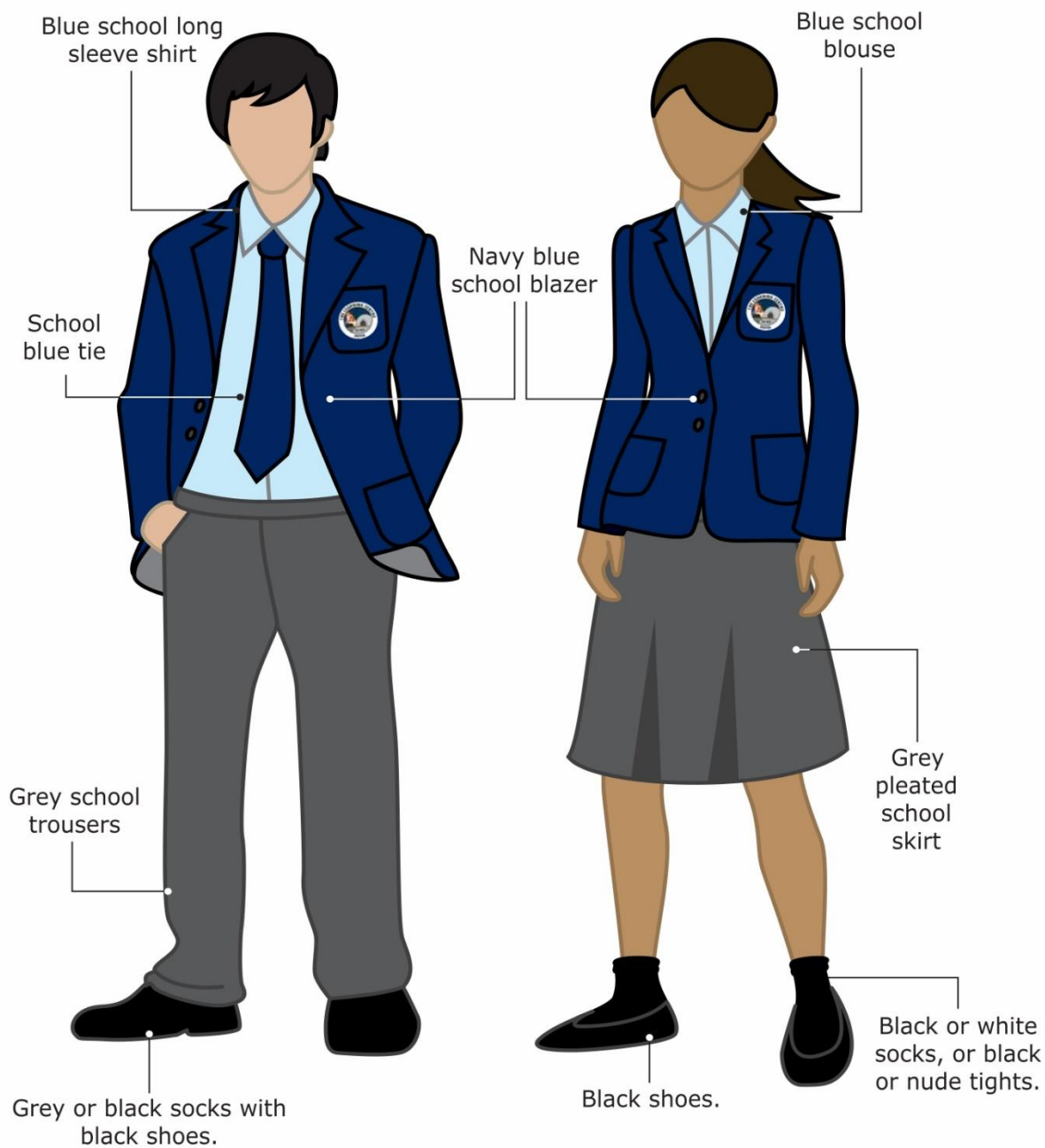
Swimming

Girls – one piece swimming costume

Boys – Swimming shorts



Secondary School Uniform - Winter



Optional: V-Neck school jumper

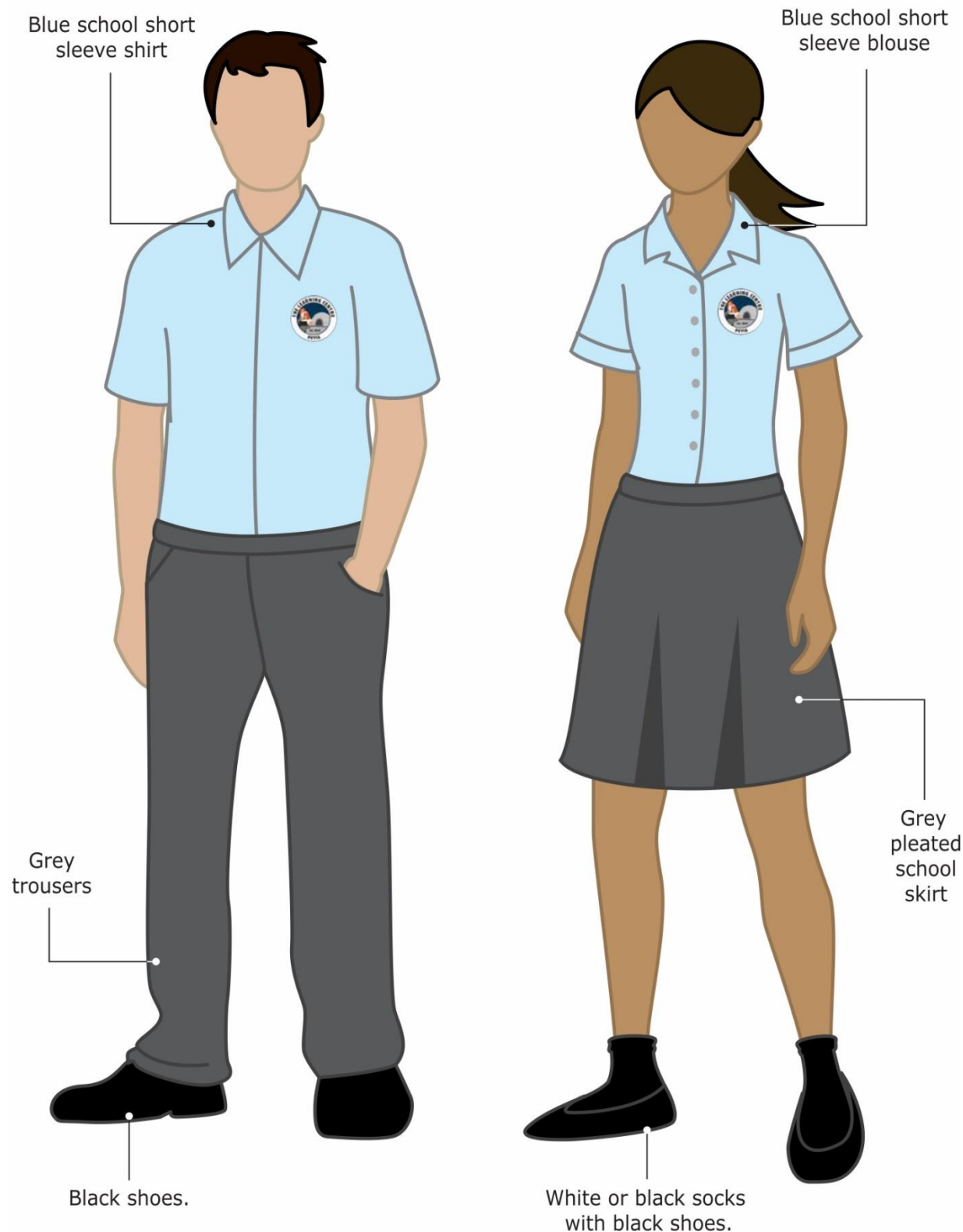




Secondary School Uniform - Summer

Our school uniform can be ordered online and collected from school.

All clothing should be clearly marked with the student's name and must be clean, tidy and presentable at all times.





Secondary PE Kit

Navy blue T-shirt
with logo

Navy blue T-shirt
with logo

Navy blue
school
shorts

Navy blue
school
skort

White
sports socks

Trainers

Also: Plain training top with logo



Optional Items

Boys - School Navy Blue Tracksuit bottoms

Girls - School Navy PE Leggings



Compulsory Secondary Uniform

Winter

Girls

School blazer with badge

School jumper (optional)

School blouse (long or short sleeved) with school badge, no coloured T-shirts inside (only white)

School grey pleated skirt – when standing the skirt is required to be slightly above the top of the knee.

White or black socks/Nude or black tights only

Boys

School blazer with badge

School jumper (optional)

School shirt (long or short sleeved) with school badge, no coloured T-shirts inside (only white)

School grey trousers

School navy plain tie

Grey or black ankle socks

Black leather belt (optional)

Summer

Girls

Short sleeved blouse with school badge, no coloured T-shirts inside (only white)

School grey pleated skirt – when standing the skirt is required to be slightly above the top of the knee.

White or black socks



Boys

Short sleeved shirt with school badge, no coloured T-shirts inside (only white)

School grey trousers

School navy plain tie

Grey or black ankle socks

Black leather belt (optional)

PE Kit

Boys

School navy blue shorts

School T-shirt with badge

School training top with badge (optional)

School navy tracksuit bottoms (optional)

White sports ankle socks

Trainers

Girls

School navy blue skort

School T-shirt with badge

School Navy PE Leggings or School Navy tracksuit bottoms (optional)

White sports ankle socks

Trainers

Outdoor garments:

Outdoors coat/jacket- A plain, dark coloured coat or cagoule may be worn in the cold and wetter months.

All outdoor garments must be removed upon entering the classrooms and are not permitted during PE lessons.

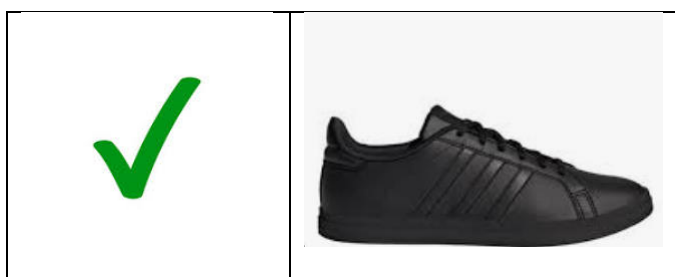


TLC Leavers Hoodie

Leavers Hoodies are available to purchase towards the end of Year 11. For students continuing to study at TLC in Years 12 and 13 are permitted to wear the leavers hoodie as part of their school uniform but must also wear the school blazer in winter months.

Footwear

School shoes must be flat black, formal style, closed toe, leather/leather style. Non branded plain black trainer style shoes are acceptable.



The following styles are not acceptable.

- Boots
- Sport style trainers
- Converse-style shoes
- Canvas/fabric.

Examples of Unacceptable footwear



Hats/Caps: TLC Caps must be worn. No other hats may be worn to school or on school trips.

Jewellery

On the grounds of Health and Safety, no jewellery (e.g. rings, necklaces or bracelets) may be worn by pupils, except for earrings. However, traditional watches are permitted and are



the responsibility of the pupil. Please read the mobile phone and smart watch policy for further guidance on smart watches.

Earrings:

One small pair of matching earrings - one on each earlobe is permitted.

Exemptions to the rules about jewellery may be made for items of specific religious significance or medical information. This should be discussed with the Head of schools.

Hairstyles:

The school reserves the right to make a judgement on whether students' hairstyles or hair colours are inappropriate for the school environment. Students must check first with the head of school to avoid issues. The school expects hairstyles to be within the normal range of styles and colours and any extreme haircuts (e.g. Mohican, skin heads, sculpting etc.) or colouring that could serve as a distraction to other students are not permitted. Students with long hair must ensure that this does not impede their vision, cover their face or provide a health and safety risk. Long hair must be tied up/back during school hours.

All hair accessories (including clips, slides, 'scrunchies', Alice/hairbands) must be discreet and not overtly patterned or jewelled and not excessive.

Makeup:

The school rules on makeup are as follows:

- Make up and nail varnish is not permitted. Students wearing excessive makeup are required to remove it or, if appropriate, will be sent home to remove it.
- False nails, nail extensions and false eyelashes are not permitted.
- Tattoos MUST be covered.

Sixth Form students are expected to project themselves as positive role models for the younger year groups. Students are expected to wear:

- Only light, natural-looking makeup.
- Nail varnish must be light in colour.

Facial Hair

Older students (Years 12 and 13) may have facial hair, but this must be trimmed short, and smart at all times.



Repeated uniform violations will lead to disciplinary action. Alternatively, students will be sent home after parents have been notified and will be marked absent. Students with extremely short hair will not be allowed to take part in the national parades.

School trips and non-uniform days

Dress code will be advised at the time by the school depending on the type of activity. If students are permitted to wear their own clothes, then these guidelines must be followed, or the student may be asked to change.

1. Trousers, including jeans, may be worn but they must not be ripped or contain any holes.
2. No clothing should be worn which shows under-garments or cleavage.
3. Sleeveless tops, with broad straps which totally cover bra straps, are acceptable.
4. Shorts and skirts must come halfway down the thigh when sitting.
5. When standing upright, clothes should not show any bare midriff.

Curriculum

The curriculum is formulated within the recommendations of the 2014 National Curriculum for England which sets out the programmes of study and attainment targets for all subjects at all 4 key stages.

All lessons, apart from Greek, are delivered in English.

All assessments and examinations are in English.

Kindergarten and Reception (Pre-Primary)

Early Years operates from 08:00 am until 1:30 pm.

Your child's education starts in the Early Years where your child will begin in kindergarten and then progress to Pre-Primary (the reception class).

The kindergarten can be attended by children from three years of age. TLC students follow the UK's Early Years and Foundation Stage Programme that is designed to ensure that children learn and develop well and are kept healthy and safe.



The areas of Learning that are at the core of our Kindergarten and Reception (Pre-Primary) experience are communication and language, physical development, personal development, personal social and emotional development, literacy and mathematics, understanding the world, expressive arts and design.

The programme promotes teaching and learning to ensure children's 'school readiness' and gives them the broad range of knowledge and skills that provide the right foundation for their future progress through school and life. A child's early years' experience at TLC is designed to ensure that they move smoothly into our Year 1 programme at the start of their official school journey.

Assessment of a child's attainment in these areas is based on classroom observation by our highly qualified and experienced staff who record outcomes against the English Early Learning Goals.

It is important to note that the transition from Reception (Pre-Primary) into Year 1 is always smoother when a child has had the experience of our early year's staff which includes trained qualified, teachers who have the skills and awareness to nurture the development of our youngest students. Year after year we see the outstanding impact of their work on a child's readiness for school.

We use this professional documentation to measure a child's progress. Accurate evaluations require trained and experienced professional personnel with prior knowledge, as we have in our team at TLC. Those evaluations are based on continuous observation by our approved early years' staff and cover three main elements of a child's development through their work at our school.

Prime areas of learning: Communication and Language, Physical Development plus Personal, Social and Emotional Development.

Four specific areas of learning: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Three characteristics of effective learning: Playing and Exploring, Active Learning plus Creating and Thinking Critically.



These developmental stages are consistent with the expectations within the Early Years and Foundation Stage Profile.

The inspection of schoolwork

The Early Years department is subject to regular inspections by the principal, who has the relevant qualifications for such inspections and the school is also inspected by the competent state authorities, both in terms of the schoolwork and its facilities.

An example timetable and may change each academic year.

Day	08:00 1	08:30 2	9:00 3	09:30	09:45 4	10:15 5	10:45 6	11:15 7	11:45	12:30 8	13:15 9
Mon	Registration Handwriting Phonics	Literacy		B	Outside Play Learning	Greek	Maths		B	Topic/Art	Story Time & Circle Games
Tues	P.E. 8 – 8:50		Handwriting Phonics	R	Literacy	Greek	Maths		R	Topic/Art	Story Time & Circle Games
Weds	Registration Handwriting Phonics	Literacy		E A	Music	Greek	Maths		E A	Topic/Art	Story Time & Circle Games
Thurs	Registration Handwriting Phonics	Literacy		K	Music	Greek	Maths		K	Topic/Art	Story Time & Circle Games
Fri	Registration Handwriting Phonics	Literacy			Outside Play Learning	Greek	Maths			Golden Time	Music/ Assembly 1pm

Early Years Class

Primary

The primary school operates from 07:55 am until 1:50 pm for Year 1 and until 2:00pm for Years 2 to 6.

At TLC Private School, we recognise that for knowledge and skills to be embedded into a child's learning, they must enjoy it and that's why we ensure that the lessons have the right mix of fun and challenge. Each of our primary school teachers have teaching qualifications in addition to a degree and share decades of experience between them. At the heart of their teaching role is a love for the children and a desire to help them fulfil their potential. We encourage parents to be involved in with their child's education and provide regular communication and reporting. Long Term Plans are published on the school website which outlines the areas of study and topics that are covered for each year group.



The children are encouraged to do their best academically and socially through our house point system and through the Personal Development Goals and Learner Profile schemes, certificates for which are awarded at our weekly assembly to which parents are welcomed.

Learning within the school day is enhanced through a variety of after school activities, many of which award certificates of achievement accredited by international organisations.

During the year several special days are organised, planned around specific curriculum subjects but with the focus on fun whilst learning. These include World Book Day, Maths Day and Science Day.

Key Stage One (KS1)

Children join our primary school at the beginning of the school year in which they will reach six years of age. Key Stage 1 consists of Year 1 and Year 2. The children enjoy a wide and varied curriculum taught using a range of methods adapted to individual learning styles, encouraging them to be confident and independent learners.

The children gain skills in reading through the Oxford Reading Tree graded book scheme which is partnered with rigorous comprehension exercises to gauge ability. This is supplemented by a published guided reading scheme from Badger Learning where children read the same books in a group setting before answering comprehension activities. Writing is encouraged and developed through topic-related activities partnered with activities which enable the children to learn their High Frequency spelling words, gain understanding and use them accurately in writing and speaking. Independent and class reading of non-scheme books at an appropriate level is also fostered during the day. Resources are obtained from Twinkl, Plan B and Oak Academy, supplemented by differentiated work for EAL and SEN children. Phonics, which teach letter sounds and basic digraphs using visual, auditory and kinaesthetic clues, continues to be taught using the Jolly Phonics scheme commences in Early Years.

Numeracy skills are developed and practised through the White Rose maths scheme which uses many of the facets of Singapore Maths. This scaffolds learning in maths for children. This is reinforced by practical activities which give the child a firm understanding of number, shape and measure. At the end of this Key Stage, children have reached or exceeded the



minimum expectations of them in numeracy and literacy and are confident of their abilities in the subject areas.

Key Stage Two (KS2)

Key Stage 2 consists of Years 3-6. The children are further encouraged to practise learning independently. Learning is exciting and creative, using the tenets of the 21st Century Curriculum (Critical thinking, Creativity, Collaboration and Communication). It is broad providing a range of learning opportunities in academic and practical subjects. Teaching and learning is differentiated to suit individual learning styles and learning differences.

The Curriculum follows the National Curriculum for England, enhanced by the inclusion of elements of the 21st Century Curriculum. We plan for challenge and deliver scaffolded lessons that stretch the learner with support from the teaching staff. In Key Stage 2 we continue to use age and ability appropriate material from Twinkl, Plan B, the International Primary Curriculum and Oak Academy. Maths is taught using the White Rose scheme with the addition for Years 5 and 6 of Pearson 'Power Maths' which prepares them for maths in the secondary school. Topic work taught in KS1 is now replaced by discrete subjects such as History and Geography. Most lessons are taught by their class teacher, but for some subjects such as Greek, PE, ICT, Art and Music, they are taught by subject specialists.

Homework is provided to pupils across all subjects, and they are assessed informally with end of unit tests and more formally with end-of-term written assessments that complement continuous assessment to monitor progress. Children must make adequate progress to enable them to move to the next year group.

Greek Language, History and Culture

At TLC our aim is to provide a comprehensive Greek curriculum for all children where they develop reading, writing and language skills and an understanding and appreciation of the Cypriot history and culture. To support the learning in the classroom the children participate in various national celebrations and events.

English Foundation Programme

At TLC we offer Foundation Programmes for students that are a unique preparation programmes for English as an Additional Language (EAL) for both Primary and Secondary



students. The programmes prepare the students academically for the language demands of the National Curriculum for England and gives them the tools they need to access learning.

How does it work?

Students in our programmes acquire strong skills in vocabulary, reading comprehension, listening, writing and pronunciation. The Foundation Programmes embrace a content-rich, high-standard curriculum which prepares the students to become successful in their future learning.

Students enrolled in this intensive language programme follow some of the same daily classes as their year group with part of the lessons replaced with the foundation programme. The students also receive additional help in the classroom where the EAL teachers observe their lessons and assist where needed.

All students enrolled on this programme are reviewed and assessed termly with the ultimate goal of being integrated fully into the mainstream classroom for their age group when they have acquired adequate English skills to enable them to access the curriculum being taught. Further programmes are offered in Primary whereby pupils with limited English receive intensive language tuition daily.

At TLC we also offer Institute lessons throughout Primary and Secondary for pupils who need additional English support.



Primary Timetables

Examples of primary timetables for the academic year 2023-2024 and change each academic year.

Year 1

	8.00-8.45	8.45-9.00	9.00-9.15	9.15-10.00	10.00-10.45	10.45-11.00	11.00-11.30	11.30-12.15	12.15-13.00	13.00-13.40
Monday	GREEK	KS1 Break	Year 1 and Year 2 Form Time	ENGLISH	MATHS	Year 1 and Year 2 Free Time	KS 1 Lunch	FREE TIME	HISTORY	GUIDED READING
Tuesday	MATHS			ENGLISH	PE			SPAG	GEOGRAPHY	ENGLISH/HW
Wednesday	MATHS			ENGLISH	SCIENCE 1			MUSIC	PHONICS	LIBRARY
Thursday	GREEK			MATHS	CHOIR			PE	SCIENCE 2	ICT/READING
Friday	GREEK			ENGLISH	MATHS			ASSEMBLY	PSHE	ART

Year 2

	8.00-8.45	8.45-9.00	9.00-9.15	9.15-10.00	10.00-10.45	10.45-11.00	11.00-11.30	11.30-12.15	12.15-13.00	13.00-13.45
Monday	MATHS	KS1 Break	Year 1 and Year 2 Form Time	ENGLISH	SCIENCE 1	Year 1 and Year 2 Free Time	KS 1 Lunch	GREEK	SPAG	GUIDED READING
Tuesday	MATHS			ENGLISH	GEOGRAPHY			LIBRARY	HISTORY	ART
Wednesday	MATHS			ENGLISH	PE			ICT/READING	SCIENCE 2	CHOIR
Thursday	MATHS			ENGLISH	GREEK			ENGLISH	MUSIC	PHONICS/HW
Friday	MATHS			GREEK	PE			ASSEMBLY	READING	PSHE



Year 4

	8.00-9.00	9.00-9.15	9.15-10.00	10.00-10.45	10.45-11.30	11.30 -12.00	12.00-12.15	12.15-13.00	13.00-14.00
Monday	ENGLISH	KS2 Break	ADD MATHS	GREEK	SPAG	KS2 Lunch	Form Time	SCIENCE 1	PE
Tuesday	ENGLISH		MATHS	GREEK	GUIDED READING			PSHE	GEOGRAPHY
Wednesday	ENGLISH		MATHS	GREEK	PE			ICT	HA GREEK & GR
Thursday	ENGLISH		MATHS	ART	MUSIC			LIBRARY	MATHS
Friday	ENGLISH		MATHS	SCIENCE 2	CHOIR			ASSEMBLY	HISTORY

Year 6

	8.00-9.00	9.00-9.15	9.15-10.00	10.00-10.45	10.45-11.30	11.30 -12.00	12.00-12.15	12.15-13.00	13.00-14.00
Monday	ADD MATHS	KS2 Break	ENGLISH	SPAG	GREEK	KS2 Lunch	Form Time	PSHE	ICT
Tuesday	MATHS		ENGLISH	GEOGRAPHY	SCIENCE 1			LIBRARY	PE
Wednesday	MATHS		ENGLISH	GUIDED READING	GREEK			SCIENCE 2	HA GREEK & GR
Thursday	MATHS		ENGLISH	MATHS	PE			HISTORY	MUSIC
Friday	MATHS		ENGLISH	ART	GREEK			ASSEMBLY	CHOIR



Promotion from Primary School to Secondary School.

As per the English National Curriculum, students are assessed in Mathematics, English and Science in Year 6. Previously, this used to be based on the English SATS externally marked assessment. As a Pearson Edexcel school, the school now uses the assessments from the Pearson iPrimary curriculum which are more rigorous, externally assessed and aligned with progression into Key Stage 3 (Gymnasium). Students need to obtain at least a grade of P2 to be promoted (the grading system is ranked from P1 to P3) Students who achieve P1 will be reviewed before a decision is made on whether they repeat Year 6.

Students will also need to have completed the learning objectives prescribed by the National Curriculum for England.

Secondary

A student's secondary school experience begins when they enter Year 7.

The school day ends at 2.20pm for our secondary students and optional after school activities take the end of the school day to 3.30pm.

Secondary education is provided in two parts: The first three years (KS3) provide a broad, balanced education which is followed by two years of study leading to formal, internationally recognised qualifications such as IGCSE and GCSE.

All students are assigned to a Form and have a Form Tutor. It is the role of the Form Tutor to ensure that their students are working hard, completing homework, wearing the appropriate school uniform, and attending secondary school regularly as well as looking after each students' pastoral needs. The primary responsibilities of a Form Tutor are to build positive relationships, oversee their academic progress and to model behaviour that promotes respect, responsibility, and resilience.

During the first three years of study in the secondary school (Years 7-9), pupils receive a broad general education to allow them to make informed choices about the subjects they wish to study further for the 2-year IGCSE courses which they will follow during years 10 & 11. English Language, Mathematics, one science and Global Citizenship are compulsory, and students have the opportunity to choose an additional five subjects suited to their academic preferences from a range of Edexcel IGCE /GCSE certificated courses.



Compulsory subjects for all students	Subject	Year 7/8/9
	English	8
	Mathematics	7
	Science (Physics, Chemistry and Biology)	4
	Greek	6
	Geography	2
	History	2
	Global Citizenship	1
	Drama	2
	Music	2
	ICT	2
	Art	2
	Physical Education (PE)	2
Total Weekly Periods		40

An example timetable and can change each academic year.

Year 7

		1	2	3	4	5	6	7	8
	7.50 - 8.00	8.00-8.40	8.40-9.20	9.35-10.15	10.15-10.55	11.10-11.50	11.50-12.30	13.00-13.40	13.40-14.20
MON	ASSEMBLY	GLOBAL	GEOGRAPY	GREEK	GREEK	ICT	ICT	MATHS	MATHS
		MM2	G2	U1/U2	U1/U2	ICT LAB	ICT LAB	MATHS R1	MATHS R1
TUES	F/T	PE	PE	ENGLISH	HISTORY	GREEK	GREEK	ART	ART
		MP	MP	G3	U4	U1/U2	U1/U2	ART	ART
WED	F/T	MATHS	MATHS	ENGLISH	MUSIC	MUSIC	GEOGRAPHY	ENGLISH	ENGLISH
		MATHS R1	MATHS R1	G3	MUSIC	MUSIC	G2	G3	G3
THUR	F/T	GREEK	GREEK	SCIENCE	SCIENCE	ENGLISH	ENGLISH	MATHS	MATHS
		U1/U2	U1/U2	LAB1	LAB1	G3	G3	MATHS R1	MATHS R1
FRI	F/T	ENGLISH	ENGLISH	SCIENCE	SCIENCE	MATHS	HISTORY	DRAMA	DRAMA
		G3	G3	LAB1	LAB1	MATHS R1	U4	MUSIC	MUSIC

In addition to the four compulsory IGCSE exams and the non-examined compulsory PE lessons, students will choose a further Four Level 2 (IGCSE or equivalent) courses from the selection below. These courses are arranged in option blocks to allow students to follow a qualification path e.g., sciences, arts or humanities. Students can change courses before the mid-term break in the first year of the course with the approval of the subject teacher,



and the Head of the Secondary School. They must commit to catching up on any work missed.

Subjects offered at GCSE or IGCSE include:

- English as a first language (*compulsory*)
- English as a second language (*compulsory*)
- Mathematics (*compulsory*)
- Global Citizenship (*compulsory*)
- English Literature
- Geography
- History
- Art
- Physics
- Biology
- Chemistry
- Psychology
- Business Studies
- Economics
- Greek
- PE
- Computer Science
- Music

Whilst Physical Education is offered as a GCSE option, there is a compulsory component to ensure that all students maintain physical fitness.

Compulsory core subjects for all students	Subject	Year 10/11 – Number of weekly periods
	Mathematics IGCSE	8
	English Language IGCSE	8
	English Literature IGCSE	
	Global Citizenship IGCSE	2



	Physical Education - core	2
Elective Subjects (student chooses 4 subjects)	Art & Design IGCSE	5
	Biology IGCSE	5
	Business Studies IGCSE	5
	Chemistry IGCSE	5
	Computer Science IGCSE	5
	Economics IGCSE	5
	Geography IGCSE	5
	History IGCSE	5
	Music GCSE	5
	Physical Education GCSE	5
	Physics IGCSE	5
	Psychology IGCSE	5
Total Weekly Periods		40

Study Skills

A new Study Skills programme has been introduced for the Year 11 students as they embark on their first major examinations series. The programme is run over a period of eight weeks with eighty minutes per week, with the aim being to support students with how to prepare for their exams and perform to the best of their ability during the exam period. The key topics covered are:

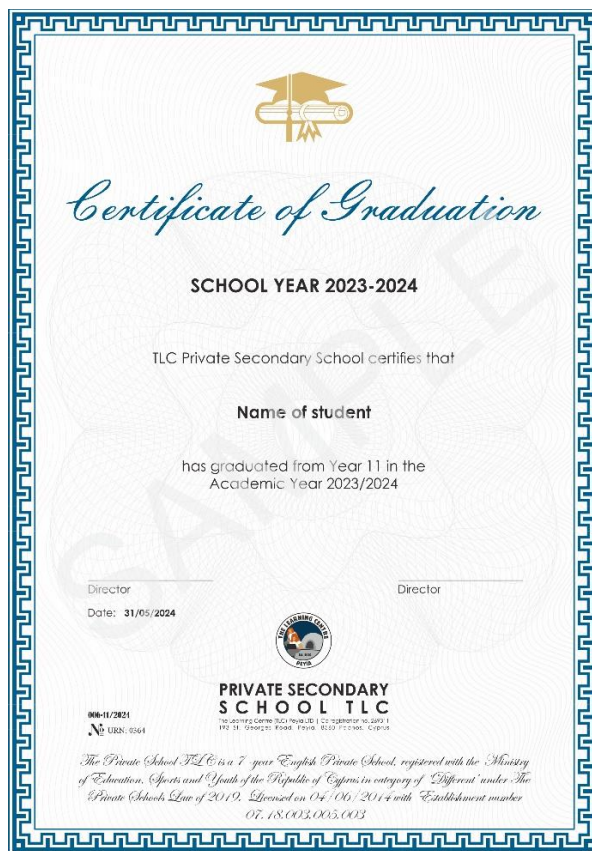
- How to cope with exam anxiety
- Exam stress management
- Executive functioning skills
- Revision techniques
- Importance of Self-Care
- Achieving best performance
- Lifelong skills

Students leaving at the end of Year 11

For students leaving school at the end of Year 11 they will be presented with a school leaving certificate to confirm attendance only.



Certificate Sample



Sixth Form – Years 12 & 13

All students, from TLC and new, wishing to enroll for AS-Level and A-Level courses, must meet the following criteria before the course commences:

- Have achieved a passing grade **(4/9 and above)** for a minimum of **FIVE IGCSE** courses in Year 11. Two of these five courses must be **IGCSE English Language** and **IGCSE Math** (either foundation or higher).
- Have achieved **5/9, or higher**, in at least **3 IGCSE courses** that the student wishes to then pursue in Year 12. This is also a requirement for the optional 4th subject.
- Have achieved **no less than 6/9 for IGCSE Higher Tier Math**, if it is one of the subjects the student wishes to choose in Year 12.

There are two routes available to our students, Route one students can pursue A-Level alongside the Apolytirion. Route two, students can follow an Apolytirion only route, where they will be internally assessed on their elective subjects on 60% of the syllabus. Alongside A levels, students can also access further IGCSE /AS qualifications and undertake an Extended Project Qualification to broaden their education.



The students can access a range of subjects taught by highly qualified, motivated teachers whose experience is in helping students reach their highest potential.

Subjects which can be studied to AS and A level in our sixth form include:

- English Literature
- History
- Mathematics
- Biology
- Physics
- Chemistry
- Business Studies
- Economics
- Accounting
- Art and Design
- Geography
- Information Technology (IT)
- Greek
- Psychology
- IELTS

A Level Studies

- The A Level programme at TLC Private School offers students aged 16+ the chance to study with us for up to 2 years.
- A Levels are recognised worldwide and are used as a condition of entry for universities in the UK, Europe and America including some of the world's best universities, Oxford and Cambridge amongst others.
- At TLC Private School, students' study in classes of no more than ten to ensure that all students benefit from close personal tuition, whilst also having the opportunity to share ideas with their peers.
- TLC Private School prides itself on treating every student as an individual. Students have the opportunity to build their own bespoke timetable with additional options of supplementary study such as developing English Language skills.
- TLC Private School also offers exam preparation assistance and careers guidance.



- TLC also supports students in deciding which A Levels they would like to take, advise them on opportunities to develop their learning outside the classroom and help them to build independent learning skills which are necessary for further study worldwide.
- Additionally, TLC Private School offers a mentoring programme designed to ensure the students make the most of their opportunities at school, enabling them to progress smoothly to the next stage of their education.

The school has a 'no one left behind' policy which means that teachers are always willing to offer one to one lessons or simply advice to help you make the most of your opportunities.

Extended Project Qualification (EPQ)

The Extended Project Qualification (EPQ) is a project-based qualification where students can follow four different areas of study:

- Dissertation
- Investigation
- Artefact
- Performance

The course duration can be either 13 intensive weeks for the EPQ Express or 14 months for the standard qualification. This is internally assessed and externally moderated and carries UCAS points equivalent to half an A level. The components of the courses are designed to prepare students for the study skills they will need in university.

This qualification has UCAS points attached to it which can contribute to the requirements of universities or take the place of points that would otherwise be provided by A level success, offering students another route to a university place.

Apolytirion

Private Secondary School TLC 'School Diploma' (Apolytirion)

This is awarded at the end of Year 13.

- The 6th form is a full-time school experience.
- At the end of Year 13 all TLC school leavers are awarded their TLC School Apolytirion.
- This document evidences their attainment in each component of their 6th form study, including attendance.



- The TLC School Apolytirion, coming from a licensed school, will assist university applications in Greece, Cyprus and overseas. When offered alongside IGCSE/GCSE/EPQ and A Level result, the document offers employers and educational institutions, a wider, comprehensive perspective of the student's commitment to study, and attainment.
- Attendance and commitment to the school community are also shown as key indicators of a student's personal and social development.

Compulsory subjects studied for the Apolytirion.

Core English

Core Global Perspectives

Core Physical Education



Certificate Sample



PRIVATE SECONDARY SCHOOL TLC

The Learning Centre (TLC) Peyia LTD | Co registration no. 269311
193 St. Georges Road, Peyia, 8560 Paphos, Cyprus



APOLYTIRION LEAVING CERTIFICATE

SCHOOL YEAR 2020 - 2021

Level of Studies:

Lyceum /KS4 and 5

Course of Studies:

English National Curriculum Content

All subjects excluding 'foreign languages' are in English

Unique Student Reference:..... Place of Birth:..... Nationality:.....
Date of Birth:..... No. of Apolytirion: Passport / Identity Card No.:

According to decision of the school's leadership, the student

STUDENT NAME

has completed Year 13, and is worthy of graduation.
The above student is considered worthy of graduation with an average grade
of and out of 20 and with the following grades in each subject:

I. CORE SUBJECTS

SUBJECTS	TEACHING PERIODS Per Week	GRADE Grading based on 1 (low) to 20 (high)		EXAMINED IN THE FINALS
		No.	In Full	
ENGLISH (IELTS)				
PHYSICAL EDUCATION				
PERSONAL, SOCIAL, HEALTH EDUCATION				

II. SPECIALISATION SUBJECTS

ACCOUNTING				✓
ECONOMICS				✓
GREEK				✓
MATHEMATICS				✓

III. SPECIAL INTEREST

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Satisfactory | Good | Excellent

0-9 Below Average | 10-12 Average | 13-15 Good | 16-18 Very Good | 19-20 Excellent

Contribution to the School Community and Beyond:

ATTENDANCE %	
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The Private School TLC is an English Private School in category of 'Different' under The Private School and Private Institutes Law of 1971-2012 article 7 (1) of the Republic of Cyprus licensed on 04/06/2014 with Establishment number 7.18.06.49

Director

Principal

Director

Date:



External Examinations, Results, Re-Marking and Re-sits.

Exam results are published and available to the public on the dates below:

Pearson/Edexcel:

Thursday, 15th August – GCE (A2/ AS Level) and IAL

Thursday, 22nd August– IGCSE and GCSE

Important note: Results will be available to all students via the Results Plus portal from 9.00am GMT – 11.00am Cyprus time.

Finding your results:

Pearson/ Edexcel Results:

Pearson/ Edexcel has an online results tool called ResultsPlus Direct

(<https://www.resultsplusdirect.co.uk/students/login.html>) which can be accessed by students for viewing their results. By default, all students entered in an exam series are set up on the Results Plus system. Please ensure you have checked your login at least 48 hours before results day to avoid delays in receiving your results.

First Time Users:

The Exams Office has entered in the system all students that have registered for the first time with Pearson/ Edexcel. You should receive an email from ResultsPlus Direct with your verification code. This verification code/URL requires activation against your email address (this is your individual school's email account). Once you have activated your email address against this code, you will then receive a welcome email directly into your inbox. To activate your account, you must then click on the account verification link contained in the welcome email and validate your account by answering security questions. It is important you keep note of these security answers. Once your account has been verified, your password will be created. You can then use your email address and password to login. Please do not misplace this information as you will need it for accessing all following exam results with Pearson/ Edexcel.

Existing Users:

If you have forgotten your password, you can obtain a new one by clicking on the "Forgotten your password?" link on the login screen below the "Change password" button.



Type the email address you registered with into the “username” field in the pop-up window that appears. A new password will be emailed to you.

If during the password reset procedure you submit the wrong security details three times, your account will be locked. If this happens, you need to email Philippa Cann at exams@tlccyprus.com to unlock your account.

If you have locked your account by entering your password incorrectly more than three times, click on “Forgotten password” and enter your email address to receive a password reset email (please check your spam). If you had an account last year and changed your email addresses, you will need to email Philippa Cann (phi.can@tlccyprus.com). Ms Cann will then update your email address. Once this is done, you will receive a welcome email and you will need to recomplete the activation process.

For more information about ResultsPlus Direct click on the below URL:

<https://secure.edexcel.com/resultsplusdirect/Pages/StudentFAQs.aspx>

Note:

RESULTS WILL NOT BE PROVIDED OVER THE PHONE.

Two options available to find out results:

1. Online for Pearson/ Edexcel and Cambridge (please check your login details are correct at least 48 hours before the results are released to avoid delays on results day).
2. Collect your results envelope/s from the school's reception (please note that results day may coincide with the school standard August closure therefore if required, results can be collected in person on the next working day the school is open).

Post Results Services:

There are a number of post result services offered by the exam board. These include free access to scripts (ATS), Clerical check, review of marking and priority view of marking or moderation. The EAR services are designed to help give you the confidence you need that the results you have are correct. Alternatively, if students feel dissatisfied with their summer grades, they are encouraged to re-sit the examination in the Autumn or following summer



session where students will be able to use the higher of the two grades for future progression.

New Exam Applications/Resits

Autumn and January (for Pearson/ Edexcel only) sitting:

Students wishing to enter for units during the Autumn sitting or January sitting for Pearson/ Edexcel [IGCSE or International A Level (IAL)] will need to advise us by 29th August 2024 for the Autumn series and 3rd October 2024 for the January 2025 series. Students interested to register for the Autumn sitting need to note that registrations are very early in September as exams are held from mid-October /early November, so it is very important you let us know within the entry deadlines to avoid late charges.

Pearson/Edexcel - GCSE and GCE new applications or resits:

The Exam Boards have not announced if they will be offering exams for GCSE or GCE during the Autumn session yet. Currently, examinations for GCSE, GCE AS and A Level units are not possible in alternative exams sessions i.e., they are only available during the summer session. Should you wish to re-sit any units, you will need to add these exams to the rest of your exams for the end of the academic year i.e., Summer 2025. Further information and relevant deadlines will be forwarded to you in due time.

Career Advice

To help all our students reach their potential, TLC Private School operates a comprehensive programme to encourage success.

From the beginning of the year students are mentored through initial motivation and study skills workshops. Once formal lessons begin, six weekly assessment programmes monitor their performance through the curriculum. After school revision lessons begin as soon as school starts in September and are reinforced with a revision week in the Easter holidays which is always well attended. Mock exams are set and followed up with one-to-one interviews with the students who can discuss their performance in terms of strengths and weaknesses. Following this, a report is sent to parents followed by consultations on how they can be part of the 'triangle of success' which links student, teacher and parents together in a successful partnership. The mentoring programme is another way in which we aim to keep students on track for success.



Students in Years 11, 12 and 13 have access to free careers advice which is given alongside guidance and assistance in completing applications for university. Career guidance is discussed in PSHE lessons as a group or in small tutorial groups or on a one-to-one basis. Students have access to an online career advice tool and are given the opportunity to discuss the results with a career guidance counsellor. A full UCAS application service is available for students who wish to apply to university.

Extra-Curricular Activities

At TLC Private School, we recognise that not all learning takes place in the classroom which is why we are committed to providing a range of worthwhile after school activities, many of which are certificated by external agencies to help build a student's learning portfolio. Our programme includes a range of art, music, sports and academic activities which extend and enhance the students' learning gained during the school day.

Art

TLC Private School is fortunate to have a professional artist as its art teacher who is skilled in a variety of media. Students can work on individual pieces as well as being able to take part in community projects including the mural at Agios Georgios harbour and community artwork for the Pafos 2017 European City of Culture event.

Students' work has been entered successfully in local competitions including the Cyprus Russian Federation Children's Day event and the Tala Art Festival.

Music and Drama

TLC Private School has a thriving music department with strong representation in the Primary and Secondary School choirs which perform at major local events, earning plaudits for the passion they put into their performance. Further outlets for our students' talents are provided through our Christmas performances and our hugely popular TLC's Got Talent Summer Show which has over eighty participants across the disciplines of song, instrumental and comedy. Music is ably supported by drama with LAMDA and Trinity Guildhall examinations available at school.

Sports

TLC has a thriving sports department offering a range of sporting activities including:



- Swimming
- Tennis
- Football
- Tag Rugby
- Softball
- Golf
- Sailing
- Table Tennis
- Athletics
- Dance

Football is also important at TLC Private School, and we have our own football academy which is open to our students as well as young people from the local community. We regularly take part very successfully in games against local schools.

Enrichment Activities

Rounding off our curriculum is a series of enrichment activities which the students can enjoy at the end of the school day. Linked to academic work through the skills they develop, the students can participate in many activities including: Art, Fun Science, Literature, Sport, Sailing, Revision Clubs, Robotics Club and more.

The International Award for Young People (The Duke of Edinburgh Award)

The Duke of Edinburgh's International Award is available to all 14–24-year-olds and is the world's leading youth achievement award, recognised across the world. It equips all young people for life regardless of their background, culture, physical ability, skills and interests. Doing the Award is a personal challenge and pushes young people to their personal limits and recognises their achievements.

TLC Private Institute

TLC Private Institute is a separately licenced part of the school that offers a variety of courses to students registered at the day school as well as external students from 2pm each weekday.

Courses offered:

- Anglia English as an Additional language



- Greek for adults and children
- EtonX Soft Skills programme
- Edexcel Extended Project Qualification
- Music lessons
- Additional IGCSE, GCE and IAL courses

TLC Summer Camp

TLC runs its summer camp for the first 5 weeks of the summer holiday. Our programmes are designed to be fun, exciting, and educational. The well-balanced selection of activities provides opportunities for personal development, building individual skills, teamwork and creativity.

We offer an activity programme and a combined English and Activity programme which includes 2 hours per day of English tuition. A team of experienced and highly qualified English language teachers will deliver the English as an additional language course following the Anglia stepped English programme. As well as extending vocabulary and knowledge of grammar, students will have the opportunity to build their confidence by talking about different topics as part of a small, supportive group.

Upon registration, students will be asked to independently complete an online English placement assessment in order that we may be able to determine their level of English upon entry to the course.

The combined programmes being offered are Anglia First Steps, Junior, Primary, Preliminary, Elementary, Pre-Int & Intermediate levels.

Assessing, Recording and Analysis of Student Performance

Assessment

Assessment is a vital part of the teaching and learning process, it enables us to measure the outcomes of our teaching and identify intervention where needed. Assessment can take many forms but is usually considered formative, an ongoing assessment of student progress, usually through work completed in class and summative assessment which takes the form of formal questioning, at the end of a unit of work or at the end of a half term, term or year.



Recording and Analysis

All data from formative and summative assessment is recorded in a programme called Schools Information Management System (SIMS), managed by Capita, a UK education company. The data recorded can be analysed by the programme to identify progression in students and any intervention where necessary, in the form of additional help to reach the required standard or to extend a student's knowledge where they are shown to be able in their assessments.

Formative Assessment

This is used by teachers to evaluate students' progress in the acquisition of knowledge, understanding and skills on a day-to-day basis. It has been shown that formative assessment is one of the best means of assessing student progress as it is not a 'snapshot' of attainment seen in summative assessment.

At TLC Private School, teachers use formative assessment to inform their planning, adjusting it as necessary for the future needs of all the students, ensuring all have an equal opportunity to reach their potential.

Each lesson is introduced by explaining the learning intention to the students. For younger students this can be in the form of WALT (We are learning today ...) This is supplemented by success criteria which explains what the student will have done to achieve differentiated levels within the lesson. With younger classes, this is introduced as WILF (What I'm looking for). During the lessons, teachers will look for examples of where a child has demonstrated the achievement of the learning intention through the success criteria and this is recorded for later addition to the Programme of Study tracker in SIMS which monitors progress through the skills, knowledge and understanding related to the subject topic. This can be supplemented with information gained in the plenary part of the lesson. Students are encouraged to employ critical thinking in formulating their answers which the teacher prompts by using 'What if?' questions to elicit more detailed understanding from the students.

Assessment can also take the form of self or peer assessment against the criteria or a mark scheme which the teacher will subsequently validate.



Summative Assessment

Early Years have summative assessments twice a year which are delivered one to one by the teacher or classroom assistant.

Key Stage 1 (Years 1 and 2) generally take their twice-yearly formative assessments independently from a standardised and moderated assessment scheme based on the subject topics they have learned from the English National Curriculum. Teacher support during the assessments is available where necessary.

Key Stage 2 Years 3 to 6 take twice yearly assessments independently from a standardised and moderated assessment scheme based on the subject topics they have learned from the English National Curriculum.

Key Stage 3 (Years 7 – 9) take end of first term assessments in class to measure progress in the curriculum subjects with a final grade awarded based on a combination of formative and summative assessment. This is reported to parents in the End of Term 1 report. End of academic year assessments are also sat which form a baseline for entry into the next academic year. Students who perform poorly in these assessments are advised to undertake extra lessons to enable them to reach the standard required for entry into the next school year or face repeating their current year.

Key Stage 4 and 5 (Years 10 to 13) students are in their external exam years and are tested at least twice a year on past paper questions based on the course content they have studied up to the point of assessment. These assessments are sat formally and marked according to the examining board mark schemes and moderated by other teachers within the department. Year 11, 12 and 13 students undertake mock exams in February to identify strengths and areas for development so they can work to improve their predicted grade in the summer examination series. Year 12 and 13 students also take internal examinations which count 60% towards their Apolytirion certificate.

The overall grades from all assessments are monitored by the Head of Teaching and Learning to ensure consistency and to identify students of concern across the curriculum so that intervention can be considered.



Students are supported by our special needs department with access arrangements made to allow students to undertake assessments in their preferred media or with additional time offered.

Assessment for Learning

Detailed and constructive feedback is given regularly to the students to enable them to identify their strengths and areas for development. This is called Assessment for Learning and is a vital part of the assessment process.

Time is given at the start of a lesson for students to read their feedback or have it given to them verbally by the teacher and to be able to ask questions about how they can achieve targets set for them.

All feedback follows the format of 'two stars and a wish' so that the student receives positive feedback before receiving advice on how to progress.

All summative assessments are retained in school and are available for parents and students to view upon request.

Reporting

Student performance data is reported to parents five times a year at six weekly intervals. Parents receive grade cards in October, February and April and detailed written reports in December and June. Following the issue of grade cards and reports, parents are invited to face to face or video conferenced consultation meetings to discuss their child's progress and areas for development.

Communication with Parents/Guardians

TLC use several means to communicate with parents/guardians, which include:

- Phone calls
- Email
- In-person meetings
- Parent-Teacher consultations
- Weekly newsletters
- Half termly RoundUp Newsletter



In Kindergarten communication with parents is daily via the secure application 'ClassDojo' which allows teachers to connect with parents in and out of the physical classroom by using a feed of photos and videos as well as messaging. ClassDojo also allows teachers to share work and learning ideas.

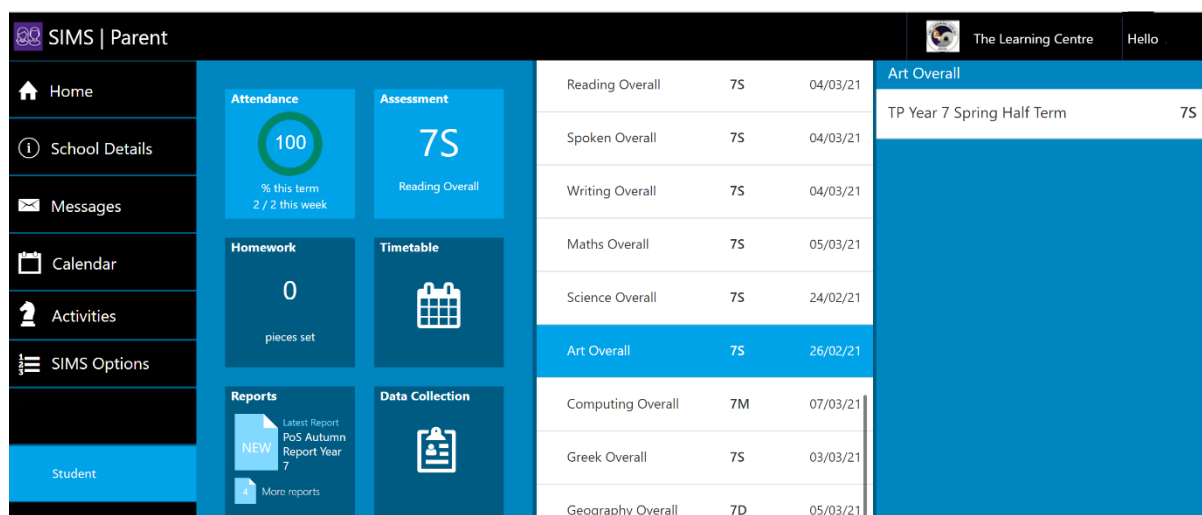
School Information Management System (SIMS) Parent App

The SIMS Parent App is a secure and efficient tool that allows us to share key, real-time information about a child's school life with the parent/guardian. The system can easily be accessed from a smartphone, tablet or PC anytime, anywhere.

Important information that can be viewed via the SIMS Parent App:

- Attendance detail
- Student's timetable
- School calendar
- Students' homework
- Access to the contact form to update a child's contact details so we always have the most up to date information in case of emergency.

Student grade cards and detailed written reports (as shown below) are all accessed by parents/guardians via the SIMS Parent App. This enables parents to feel they are an integrated part of their child's school life and contribute so much to a student's learning.





SIMS Parent Teacher Meetings Booking System – NEW for 2024

TLC hold two parent teacher meetings over the course of the academic year. This provides all parents with an opportunity to discuss their child's education and progress within their subjects. Parents can easily book their appointments with their child's teachers via any mobile device. Once booked, parents receive an automatic email confirmation of the appointment.



THE SCHOOL ACADEMIC YEAR

The school academic year runs from September through to June and consists of three terms, Autumn (September – December) Spring (January – March/April) and Summer (March/April – June). For the first 5 weeks of the summer holidays TLC operates a summer school.

Term Dates 2024 – 2025

Autumn Term

First Half Trimester	Return to school on 9 September 2024
Close for Mid Term Break	25 October 2024

Second Half Term 1

Second Half	Return to School 4 November 2024
Close for Christmas Holidays	20 December 2024

Spring Term

First half	Return to School on 13 January 2025
Close for Mid Term Break	21 February 2025

Second Half Spring Term

Second Half	Return to School 3 March 2025
Close for Easter Holidays	11 April 2025

Summer Term

Return to School	Return to school on 28 April 2025
Close for Summer Holidays	27 June 2025

Summer School	30 June – 01 August 2025
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Bank Holidays

1st October - Cyprus Independence Day

28th October – National holiday, 'OXI Day'

*Green Monday

25 March - Greek Independence Day

1st April – National Day, 'EOKA' Day

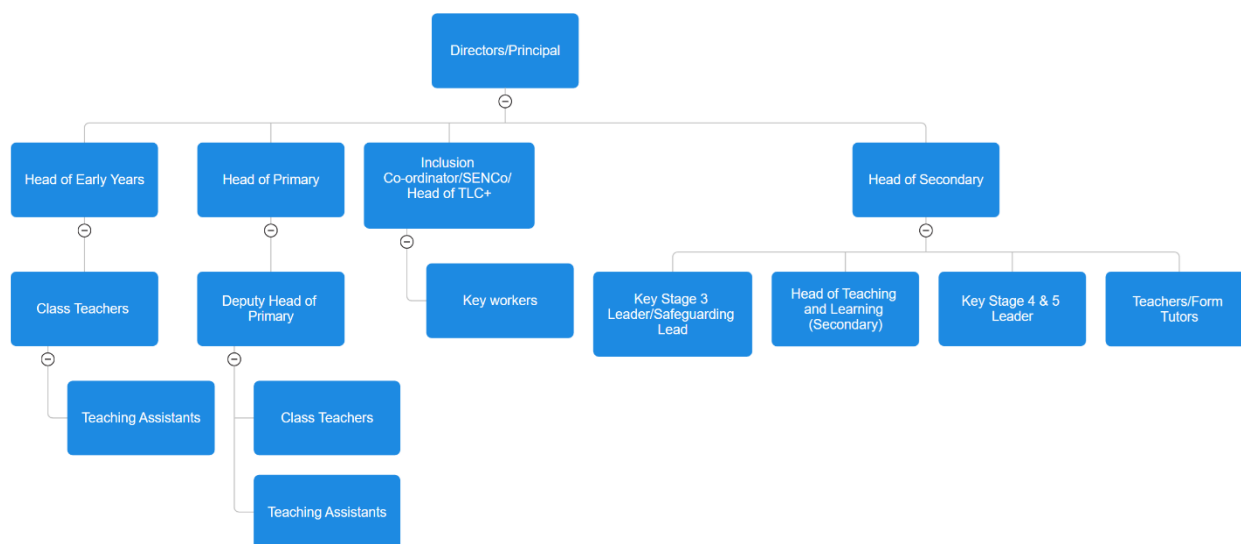
1st May – Labour Day

*Orthodox Whit Monday, 'Kataklysmos Day'



* Dates vary each year.

Educational Structure



TEACHING STAFF AND SUPPORT STAFF

A school is only as good as the teachers who work there and at TLC Private School, we look for a combination of factors in the teachers we employ. Qualifications are of course essential but more important to us is the teacher's own philosophy of education. That is why you will see happy smiling faces, not just amongst the students, but also in the teachers.

All our staff sign up to the philosophy that the student comes first and that the teachers are responsible for each student's future.

Teachers can often be found giving up their free time to help a struggling student or to find better ways to deliver the curriculum, so the students have the best chance of success.

At TLC Private School, we want to retain excellent teachers and part of how that can be achieved is to offer continuing professional development to them so they feel valued and can work to further improve their skill set. Whether it is in-house training and development or courses from universities or other providers, the school is keen to help teachers to be the best they can, similar to its approach to educating the students.



The school assigns additional responsibilities to teaching staff members such as form tutors, club representatives, house coordinator, lead first aiders.

Senior Leadership Team		
Name	Role	Areas of responsibility
Mr Ian Wells Mrs Laura Wells	Licenced operator/ Director/Principal Director / HR / Health and Safety	- Establishes rules and policies for the governance of the school ensuring the school remains aligned to its Core Values and meets parent's expectations. - Health and Safety of whole school - Supporting the SMT – ensuring they have the tools/resources required. - Ultimately responsibility for ensuring the school operates according to guidelines and protocols of the MOEC. - Provide a stable and robust business to safeguard the school continuity and longevity. Oversees the recruitment of all staff.
Mrs Alexandra Neill	Head of Teaching and Learning (HoTL)	- Monitoring, Evaluation and the Development of Teaching and Learning - Management of Teacher Learning, Development and appraisal. - Assisting with Curriculum planning and development. - Manage the monitoring and tracking of pupil assessment across the whole school.
Mr Ben Pavlou	Head of Secondary	- Overall responsibility for the delivery of the curriculum - School development (Academic) Establishing goals and expectations for both staff and students. - Strategic resourcing.



		• Assist the Principal and HoTL with planning, coordinating, and evaluating teaching and the curriculum. • Promoting and participating in teacher learning and development. • Ensuring an orderly and supportive environment • Pupil discipline and behaviour.
Wendy Heath	Head of Primary	• Take responsibility and accountability for the day-to-day management of the school. • Assist the Principal and HoTL with planning, coordinating, and evaluating teaching and the curriculum. • To create and maintain an effective partnership with parents/carers to support and improve children's achievement and personal development. • To manage, support, guide and review performance of your team.
Ms Despina Charalambous	Head of Early Years	• Deliver a high standard of learning, development and care for children in Early Years (EY). • Ensure that the environment is safe for children, staff and others. • Develop partnerships with parents/carers to increase involvement in their child's development and learning.
Kindergarten & Primary School – Teaching and Support staff		
Ms Sara Abel	Early Years (Kindergarten)Teaching Assistant	
Ms Despina Charalambous	Head of Early Years (Kindergarten and Reception) & Reception Teacher	
Lee-Anne Welgemoed	Reception Teacher	
Antriani Neofytou	Reception Teacher	



Nicolette Mc Rae	Early Years Teaching Assistant
Jenny Phillips	Kindergarten Assistant
Mania Roets	Early Years Teaching Assistant
Claire Morris	Year 1 Teacher, Primary Designated Safeguarding Lead (DSL)
Gwenda Soloman	Year 1 Teacher
Emma Saywood	Year 2 Teacher
Hannah Toogood	Year 2 Teacher
Debbie Boyce	Year 3 Teacher
Maria Christodoulou	Year 4 Teacher
Sophie Irving	Year 5 Teacher
Veronica Smith	Year 6 Teacher
Jean Smith	Physical Education
Maria Outram	Music Teacher
Debbie Walder	Art / Literacy Teacher
Giota Lironi	Greek Language Teacher
Fanoula Hadjikleovoulou	Greek Language Teacher
Claire Richards	Deputy Head of Primary Head of ESL and ESL Teacher
Sarah Ralph	ESL Teacher
Chrysi Tsoni	ESL Teacher
Hannah Abel	Key worker
Clare Musgrove	Teaching Assistant
Inge Camerman	Teaching Assistant

Secondary School - Teaching and Support staff

Name	Role	Additional Responsibilities
Fotini Christodoulou	Art and Design Teacher	Form Tutor
Evanthia Zogka	Biology Teacher	Form Tutor
Ben Pavlou	Maths Teacher	Head of Secondary Head of Maths Department
Lorraine Naylor	Computer Science/ICT Teacher	
Marinos Agathoklous	Economics, Business Studies & Accounting Teacher	
Alexandra Neill	English and Drama Teacher	Head of Teaching and Learning
Christalla Ferreira	English Teacher	Form Tutor
Valentina Christodoulou	English Teacher	Head of Student Engagement Form Tutor



Maria Hadjizacharia Panagidou	English Teacher	Form Tutor
Wendy Fouracre	Geography Teacher	
Cindy Charalambides	History Teacher	
Marianna Konstantinidou	Greek Language Teacher	Form Tutor
Thekla Charalambidi	Greek Language/English as a foreign language Teacher	
Evipidis Stefanou	Mathematics Teacher	Form Tutor
Andrea Makri	Mathematics Teacher	Form Tutor
Clare Hurrell	Music Teacher	Head of KS3 Form Tutor Designated Safeguarding Lead (DSL)
Emanuella Constantinou	Physical Education for KS3, KS4 & KS5	Form Tutor
Elena Christodoulou	Physics Teacher KS4 & KS5	
Anna Maria Hadjiantoniou	Science Teacher KS3 & Chemistry Teacher KS4/KS5	Form Tutor
William Wareham	Global Citizenship Teacher	Head of KS4 & KS5 University / Career Advisor
Julie Addison	Science Teacher KS3 & Chemistry Teacher KS5	
Rodosthenis Georgiou	EAL/English Teaching Assistant	
Catherine Kyriakou-Rettig	SENDCO Inclusion Coordinator for Primary and Secondary School.	
Lorraine Borlase	Key Worker	
Carol Matthews	Librarian	

All staff are employed by TLC Private School MUST have presented/completed the following documentation:

- Completed Staff General Information Sheet
- Completed Social Insurance Registration Form
- KYSATS form or copy of KYSATS document if approved.
- Qualifications including Transcript – originals if applying for KYSATS, copies if already approved.



- Police Clearance Certificate (standard and enhanced) x 2 – originals required.
(If unable to present these certificates due to time resident in Cyprus, then evidence form last country of residence is required temporarily).
- Birth Certificate
- Passport / ID
- Evidence of residency
- Work Permit (if a 3rd country national)
- Signed Job Description and Person Specification
- Signed Terms & Conditions

Job descriptions for the following roles can be located in the Appendix.

- Head of School
 - .1. Early Years
 - .2. Primary
 - .3. Secondary
- Head of Teaching and Learning
- Head of Key Stage
- Head of Student Engagement
- Subject Co-ordinator
- Form Tutor
- Head of English as a Foreign Language

Online Learning

TLC Private School offers a Continuous Online Education Programme.

In unusual circumstances such as the enforced school closure we are facing, we offer our Continuous Learning Programme to our enrolled students. This is an online, live, interactive learning space where teachers deliver our standard timetable and curriculum for both Primary and Secondary students. Our aim is to provide our students with as close to a classroom experience as possible so that we can minimise the disruption to our student's education and maintain their social connections with their peers. Through the TLC Continuous Learning Programme, students can receive support from their teachers who will provide lessons and instruction online.



The access to the online lessons is strictly restricted to the students of a specific class, the subject teacher and teaching staff who are responsible for peer or lesson observations. During online lessons pupil camera must not be switched on. The teacher may switch her camera on if they deem it to be necessary. No lessons are to be recorded.

Using the tools available from a world leading technology provider, students can access teaching material as well as undertake tasks, collaborate in group work and undertake independent learning through subject related projects. A student's work can be submitted online where it will be assessed by the teacher.

SIMS Student App

The SIMS Student App has now been introduced to the student and provides easy access to important school information from a smartphone, tablet or PC. Students will receive notifications to remind them about important information such as key dates for their diary.

What students will find in the SIMS Student App:

- Their homework and timetable.
- Their attendance School term dates, inset dates and contact details.
- Their school reports.

School Premises

Kindergarten

The Kindergarten and Primary school are located at St. George or Agios Georgios as it is better known and is situated 18km to the West of Paphos town. The kindergarten has 4 rooms in which there is all the necessary equipment to ensure the children are supported, encouraged and developed to achieve the very best learning outcomes. In the Reception (Pre-Primary) rooms the children progress to sitting at tables and in individual chairs for some of their learning. In addition, there are sanitary facilities for children with 4 private toilets and 5 sinks. The kindergarten children also have access to the studio for physical activities and an outdoor swimming pool. They have their own playground with age-appropriate toys and activities.



Primary

The Primary School includes: 11 classrooms, 1 computer lab, music room, art room and a standalone, well-equipped building for our TLC+ students. The premises also include a small library, a studio/canteen, outdoor playground and sports pitch with extensive shading, an *outdoor swimming pool (used in between the months of May and October) with an adjoining room for changing facilities. In addition to the teaching spaces, we have an administration office, a meeting room, a staff room, medical room and 3 stock rooms.

Lifeguards

TLC have their own lifeguards who hold the necessary qualifications and are always on duty when the pool is in use.

Secondary

The Secondary school is located 3.5km from our Primary School. The premise includes: 10 classrooms, a computer lab, music room and a standalone, well-equipped building for our TLC+ students, music room, art room, library and an assembly hall/canteen.

The planned renovations/extension of the school campus (including more classrooms, labs and sports facilities) will be developed over the next few years.

Disability Access

All TLC buildings/facilities are accessible to wheelchair users. We support the policy of integration of students with disabilities.

Classrooms

Teaching takes place in modern air-conditioned rooms all with interactive whiteboards.

PE lessons take place either in the extensive school grounds at the secondary school, the playground at primary or at the school's dedicated all-weather sports pitches at Multiplay located between the two school sites. At Multiplay there are two full sized football pitches equipment stores and changing rooms for boys and girls.

First Aid

Both schools have a dedicated medical room with a bed and first aid equipment as well as a logbook for recording medical incidents. First aid training is undertaken on a rotational basis with the intention to have all staff trained in emergency first aid. Duty rotas, school trips



and other school events have specified first aiders timetabled to be available should they be needed.

Both the Primary School and Secondary School have automated external defibrillators (AED's) located in the reception areas. A number of staff are trained in the use of this potentially life-saving equipment.

TLC's Property, Equipment and Resources Personal Property

Student Lockers

Lockers are provided for both secondary staff and students. Use is encouraged as it avoids large bags in the classrooms, damage to books and provides security for personal items.

Equipment and Resources

The principal is, with staff, responsible for ensuring that all furniture, equipment, resources, books and stationery are maintained in good order and that damage and loss is reported to the finance department.

Each classroom is equipped with a "toolbox" containing items needed for day-to-day work and classroom display e.g., pens, board markers, pens, pencils, paper clips, staple guns, scissors etc. Replacements through wear & tear will be provided by the school, but staff members are responsible for the safe keeping of all items while they are in the classroom, for their allocation to students and their return from students where necessary.

Textbooks are provided for teachers to use but they remain the property of the school and must be returned at the end of the school year or exchanged when a different one is required. Secondary students will be expected to purchase their own textbooks and a book list will be provided to parents prior to the start of term.

Furniture

The furniture inventory shows the placement of all furniture. No items should be moved from one space to another. This is to ensure that all teaching areas are set to receive students without any disruption at the start of lessons. It is also a matter of presenting the school as an organised and orderly environment for learning, to all students, parents and visitors.



School Library

To focus on adopting a reading culture across school and help develop strong reading skills, it is important that students visit and spend quality time in the school library. Visiting the school library is much more than just having lots of fun, it plays a crucial role in promoting literacy and working towards a positive attitude to reading. To promote the library within our school several activities and events take place such as:

- Library lessons which are delivered by the school librarian and are mandatory for each class each academic year.
- International Children's Book Day Event
- Book Fair
- Group reading sessions timetabled in English lessons each week.
- Visiting author presentations

The school librarian helps each student when selecting books to read and ensures that books are of the appropriate level and include both fiction stories and non-fiction subjects giving access to a broad selection of reading material.

Weekly Library time gives us an ideal opportunity to hear the children read regularly, share their books and highlight the enjoyment of reading.

Our school is strongly committed to improving literacy and knows the importance of reading for pleasure. We want to encourage children to enjoy reading and to read a wide range of good quality literature.

Online Reading Cloud

The school has made a significant investment in our library with the introduction of a new online Reading Cloud. The new system allows pupils, staff and parents to view our school library catalogue online and pupils are encouraged to use this to help with research, to write reviews about books and search for new books.

This system can be accessed via PC, iPhone, iPad, iPod touch or Android phone and can also download a new App called 'iMLS Student' to access the library from those devices. The app is available from the App Store and Android Market.

The Reading Cloud allows children to:



- Write and share reviews.
- Watch author videos.
- Get recommendations and suggestions for what to read next.
- Make requests for new Library Books.
- Discover the vast selection of authors and titles available to them.
- By borrowing books from the library, an electronic reading record is automatically created for each child during their time at TLC.

Having the library accessible in this way and having parents engaged with reading, will help to support our commitment to improving literacy standards.

Library rules must be observed and are displayed in the library. The library is only accessible for quiet study/reading or tutoring during lesson time only, if the librarian is present (supervised opening times detailed below) or students are accompanied by a teacher or to mature students alone, if authorised by a teacher/member of staff. No access during breaks or lunch unless the library is supervised. Any books borrowed from the library when the librarian is not available should be signed in or out using the manual issue sheet.

Library opening times, with supervision:

- Tuesday 8am – 2pm
- Wednesday 11am – 2pm
- Thursday 11am – 2pm

The following are not permitted in the library:

- Eating/drinking or bringing in food/drink
- Leaving school bags on the floor scattered about
- Shouting/speaking loudly.
- Use of mobile phones and any other electronic devices
- Disruptive or disrespectful behaviour towards the library, librarian or other library users.

If books are damaged in the library or are returned damaged from home, a letter is sent to the parents asking them to pay for the cost of a replacement.



Rights and obligations of pupils

Child Protection and Safeguarding

TLC Private School recognises we have a fundamental duty of care for all the pupils in attendance in our early years, primary and secondary schools. This duty of care extends to ensuring our safeguarding policy and procedures are in place and active (updated annually) to provide the best possible environment of protection from abuse for all children we engage with.

This safeguarding policy draws upon information and guidance from the following:

- The Department for Education's 'Keeping children safe in education 2023- Statutory guidance for schools and colleges' (September 2023)
- The international Convention on the Rights of the Child legislation relating to the Rights of the Child (in particular Articles 19 and 24).
- The European Convention on the exercise of Children's Rights, the Commissioner for the Protection of Children's Rights Law.
- Cyprus Legislation regarding Child abuse (in particular paragraph 30)
- NSPCC guidelines
- The British Council Child Protection policy
- United Nations Standards for keeping children safe.

Refer to the Child Protection and Safeguarding Policy for full details.

Pastoral Care

TLC Private School prides itself on its inclusive ethos and all teachers know all the students, engendering the recognition by each student that they are valued as individual members of the TLC Private School Community. Students who wish to discuss pastoral matters can talk to their form tutor, the Head of School, SENCO or Principal depending on who they feel most comfortable with. All discussions are confidential unless the school believes that the child's welfare or safety is at risk.

All staff members are trained in safeguarding and there is a safeguarding lead for Early Years, Primary and Secondary.



Behaviour and Discipline Policy - Primary

We have high expectations of children's behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions. It is important that our Behaviour and Discipline Policy is clear and well known by all children and parents and is consistently applied by all staff.

Golden Rules

- We are gentle - We don't hurt others.
- We are kind and helpful - We don't hurt anybody's feelings.
- We listen - We don't interrupt.
- We are honest - We don't cover up the truth.
- We work hard - We don't waste our own or others' time.
- We look after property - We don't waste or damage things.

Within this ethos, we know that our children will work hard, be proud of their achievements and value the achievements and rights of others. Our high expectation of good behaviour applies to all school activities, regardless of timing and location. This will encompass the normal school day, activities that may extend beyond normal opening and closing times and all extra-curricular activities such as school trips, performances, clubs and institute.

As a member of TLC Primary School, you have a **RESPONSIBILITY**

- To work to the best of your ability
- To let others get on with their work
- To respect and care for others
- To listen to the views of others
- To be always honest and truthful
- To accept the consequences of your own behaviour
- To show respect for the school environment
- To tell a member of staff if you see or hear about someone being treated unkindly
- To tell a member of staff if you see anything that could jeopardise the safety of others

As a member of TLC Primary School, you have a **RIGHT**



- To be proud of your achievements
- To focus on your work
- To be treated fairly and with consideration
- To express your views and know you will be listened to
- To feel happy, safe and confident
- To learn in clean and tidy surroundings
- To tell a member of staff if someone or something is making you unhappy

Partnership with Parents

A strong partnership between parents and school is paramount. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. This may be through a meeting, a telephone call or a letter. We may use these methods to discuss children's behaviour or work. Individual children may have targets which we would ask parents to share regularly with their children so that we can work together to ensure the very best behaviour outcomes for every child.

We want our children:

- To be happy and feel confident in school.
- To choose good behaviour all the time.
- To be assertive yet respectful.

The staff will actively teach all children that if they are being subjected to unwanted behaviour to say, **"Stop it, I don't like it"**. The expectation is that offending behaviour will cease immediately. If this behaviour continues, the child will then be expected to tell an adult about their concerns.

Keeping the school informed:

We want to know at an early stage of any concerns that you or your child may have. We will endeavour to put things right as soon as possible and request that you contact your child's class teacher in the first instance with any concerns. The issue will be investigated and reported back to you in a timely manner. If the concerns don't get resolved in a timely manner, parents should contact the Head of Primary, followed by the school's Principal. We want to reward those children who demonstrate our core values in all aspects of their life, always choosing to work hard and behave well.



Rewards include:

- Praise
- Stickers
- House Points
- Certificates
- Acknowledgment in Assemblies
- Golden time
- Special Award Teacher's Merit
- Principal's Award

VIOLATIONS

BEHAVIOUR

We expect students to:

- Be courteous and well-mannered at all times
- Greet teachers and visitors confidently and with respect
- Respect teachers, fellow students and the wider community
- Complete all homework and prepare adequately for tests and exams
- Refrain from the use of inappropriate language
- Pay sufficient attention in class and not disrupt the school routine and/or stopping or interfering with the learning of other students
- Arrive on time for morning registration
- Refrain from unruly behaviour, rough play and/or fighting;
- Behave in an appropriate manner;

APPEARANCE

Personal pride is reflected in the student's behaviour, attitudes and attire.

- Every student must wear the official school uniform or PE kit during PE in school.
- Students are required to dress in accordance with the uniform stipulated and may not remodel or deface the uniform in any way.
- Hair must be neat, tidy, appropriately styled and must be the student's natural hair colour.



- Female students are required to tie their hair up (where applicable) and use appropriate school style hair accessories (school uniform colours).
- No jewellery other than one earring (sleeper or stud) per lower earlobe may be worn by female students and religious necklaces underneath the T-shirt.
- Black school shoes are to be worn with the school uniform and trainers during PE.

TRUANCY

Absence from school or lessons without valid permission will be marked as unauthorised and be reported to the Ministry of Education.

RESPECT versus DISCRIMINATION

A vital aspect of our philosophy is the principle of mutual respect and dignity. Within this framework we will not tolerate any form of discrimination regarding:

- Gender
- Ethnic or Social origin
- Disability
- Sexual orientation
- Race
- Culture
- Religion
- Colour
- Physical appearance

In addition, we will not tolerate any form of:

- Intimidation
- Verbal abuse
- Fighting, assault or bullying
- Initiation
- Sexual harassment
- Cyber bullying
- Abuse of staff
- Social media misconduct



VANDALISM

This includes the defacing or damaging of TLC property and/or private property. The cost of repairs for any acts of vandalism will be borne by the perpetrator.

THEFT

Theft is a criminal offence and any students found to be involved in, or an accomplice to, an act of theft, may face suspension or permanent exclusion from the school.

COMMUNICATION/ INTERNET AND ELECTRONIC DEVICES

Any form of communication (in or out of school) which brings the name of TLC into disrepute will not be tolerated. No person may access, share, edit or produce material which defames TLC, any of its employees or any student at TLC. This includes electronic communication, social networks, text, graphics, photographs, video or sound or any other media.

No mobile phones, iPods or other electronic devices are permitted up to KS2. Students are not allowed to use, or to have turned on, mobile phones during lessons.

DANGEROUS OBJECTS

No student may be in possession of any dangerous object, firecracker or any item that can cause bodily injury. In the interest of safeguarding all students against dangerous objects, random searching on suspicion of possession may be conducted in the presence of at least two staff members. Any student found to be in possession of a dangerous object, firecrackers or items that may cause bodily injury or damage TLC property, may face suspension or permanent exclusion from the school.

DISCIPLINARY PROCESS and SANCTIONS

If a child chooses to misbehave, consequences will follow. These will include:

1. A clear verbal warning and a reminder of what is expected.
2. Break time detention:

A student who breaks the code of conduct in class or at break time can be put on break time detention. The student will be asked to explain their behaviour to class



teachers or teachers on duty and reflect upon his/her actions to avoid any repeat of such behaviour in the future. From the 3rd incident, parents will be informed.

3. Withdrawal from a lesson:

A teacher can ask a student to stand outside the classroom if he/she disrupts the lesson. This should only be for a few minutes. If a student continues to be disruptive then the Head of Primary or another member of the Senior Management Team will be contacted and asked to collect the student to be spoken to. The student will be asked to explain his/her behaviour and to reflect upon his/her actions to avoid any repeat of such behaviour in the future. Parents will be informed of the events.

Following the consequence, the next session becomes a fresh start for the child with a clear expectation that the unacceptable behaviour will not happen again.

4. Aggressive behaviour will lead to an immediate internal exclusion and a behaviour incident will be recorded (Incident Report Form) by all parties and witnesses involved. Parents will be informed and asked to pick up their child from school. The Head of Primary and the Senior Management Team will be informed of all serious incidents involving physical contact.
5. Repetitive disruption to learning will not be tolerated and could result in an internal exclusion (to another classroom or isolation) for a number of consecutive days. Parents will be contacted to inform them of the school's decision.
6. Within a half term, if there is a repeat of misbehaviour then a home/school communication book or a report card will be initiated. This would be explained during a meeting with parents and a discussion with the child.

The class teacher will ensure that:

- The student is aware of the reasons for being on report.
- The parents are informed.
- The student carries the report to each lesson each day and all relevant signatures are collected.
- The Class teacher and Head of Primary/ SENCO will see the student at the outset and conclusion of the report period.



The Senior Management Team will review all behaviour incidents regularly to determine whether an Individual Behaviour Plan should be implemented for the student. Meetings will take place between the student, parents, Class Teacher and SENCO to draw up an Individual Behaviour Plan, signed by all parties. If the Behaviour Plan fails to have a desired impact, the school will seek the support of external agencies.

7. Fixed term exclusion:

Exclusion is a final resort but could occur if:

- A child's behaviour continues to affect the education and well-being of others
- Children's safety cannot be guaranteed
- A serious incident involving physical/verbal abuse has arisen

In very extreme circumstances, exclusion procedures, both fixed term and permanent, may be brought into force. When deciding upon the fixed length of the exclusion the SMT will take into account the incident, previous exclusions and all strategies used prior to the incident. Work will be provided for the excluded child to complete at home. The child is not permitted to be in public areas in school hours during the exclusion. Following a fixed term exclusion, there will be a re-integration meeting involving the school, child and parent(s).

Permanent Exclusion from school by *Disciplinary Committee

At the discretion of the Principal and Directors, parents may be asked to withdraw a student from school. This option will be exercised in an extreme case only following a review undertaken by the school's Discipline Committee.

Pupils will not be accepted to register for the upcoming academic year if the Teachers Council or Disciplinary Committee takes such a decision for well-examined reasons and after referral to the Ministry of Education. Examples of possible reasons are: the pupil's behaviour poses a risk/danger to self, other pupils and staff, the pupil has been unable to adapt to the school environment, the pupil would benefit from a change of school environment.

The pupil(s) are suspended from school while an investigation is undertaken and will continue to be provided with schoolwork.



Pupils and their parents/guardians are informed of the allegations against a pupil ahead of a disciplinary meeting and are given the opportunity to respond to the allegations against the pupil.

In case they do not respond, the Committee will be proceeding with their work.

***Disciplinary Committee**

The Disciplinary Committee consists of the Principal, Head of School, Head of Key Stage, Form Teacher and two members of the Teachers Council. The owner of the school cannot be a member of the Committee. The Disciplinary Committee may invite any member of staff or pupil if deemed necessary to hear their view about the matter at hand. It is imperative for the Disciplinary Committee to invite and hear out the pupil or pupils who allegedly have been involved in the incident being examined by the committee. Only the members of the Disciplinary Committee have the right to vote, and, in case of a draw, the principal has the deciding vote. The principal cannot increase or decrease the punishment decided by the Committee. A minimum of three members of the committee must be present for a decision to be taken. The presence of the principal is mandatory. Once a decision has been reached the teachers council are presented with the facts regarding the incident and are asked to vote in support or against the decision.

Meeting minutes are taken at all meetings concerning the case and if the parents do not accept the final decision of the disciplinary committee, then they have a right to appeal. Any suspension out of school more than eight days must be approved by the Cyprus Ministry of Education, Sport and Youth. During the Ministry's consideration of the approval of the expulsion, the parents/guardians of the pupil have the right to express their views to the Ministry and the school must provide all documentation relating to the case.

The Ministry secures the right of a pupil to register in another school in case of an approved expulsion from School.



Behaviour and Discipline policy - Secondary

Purpose

The purpose of this policy is to ensure that students and staff are aware of and comply with the school expectations for student conduct. Such compliance will enhance the school's ability to maintain discipline and ensure that there is no interference with the educational process. The school will take appropriate disciplinary action when students fail to adhere to the Code of Conduct. If the students of each class and the teacher in charge decide on their own code of good behaviour in line with the school codes, then the class code is displayed within the classroom and should be respected and followed by the students. When a student violates part of this code of good behaviour and their behaviour fits the profile of the level descriptors below and the teacher, after he/she has used all means of persuasion, can apply disciplinary measures and record the behaviour in question on SIMS. The initial disciplinary measures are:

- Criticise the behaviour and advise the student.
- Reprimand the student in private or in the presence of the parent/guardian.

If despite the use of the above measures, the student continues to exhibit the same behaviour, then a record is made on SIMS and information is stored.

Behaviour reports will be run each week by the Head of School and students will be informed on their accrual of behaviour points. If their accrual meets the minimum criteria for sanction the students shall be notified by the Head of School or a member of the Disciplinary Committee informing them of their sanction.

Behaviour Point System and Sanctions

Teachers can issue Behaviour Points to students who have demonstrated negative behaviour. These Behaviour Points will be recorded on SIMS, and once a student has accumulated a certain number of points, appropriate sanctions will be implemented as follows:

Level 1 Offences:

3 Behaviour Points for the same offence - Break time detention in the first instance.

If the same student accumulates more than 3 Behaviour Points for the same or more than 3 Behaviour Points for a different Level 1 offences, the sanctions will escalate as follows:

Break time detention with an email to parents informing them of the sanction.



After-school detention with an email to parents informing them of the sanction.

Level 1 offences will be reset at the beginning of each **half term**.

Level 2 Offences:

Should a level 2 offence or multiple Level 2 offences occur within a term the following sanctions will apply according to the decision of the Disciplinary Committee.

Break time detention with an email to parents informing them of the sanction.

After school detention with an email to parents informing them of the sanction.

In-school isolation (maximum of three days) with an email to parents informing them of the sanction.

Level 2 offences will be reset at the beginning of each **term**.

Level 3 Offences:

Should a level 3 offence or multiple Level 3 offences occur within a term the following sanctions will apply according to the decision of the Disciplinary Committee.

In-school isolation with an email to parents informing them of the sanction and a meeting to discuss the behaviour in question.

Out-of-school suspension with an email to parents informing them of the sanction and a meeting to discuss the behaviour in question.

*Expulsion (refer to point VIII)

Level 3 offences will be reset at the beginning of each **half year** but record to remain on SIMS.

Level 4 Offence:

Should a level 4 offence occur within a term the following sanctions will apply according to the decision of the Disciplinary Committee.

Out-of-school suspension with an email to parents informing them of the sanction and a meeting to discuss the behaviour in question.

*Expulsion (refer to point VIII).

Level 4 offences will be evaluated on a case-by-case scenario as to the continuity of the offender's presence within the school but record to remain on SIMS.

Behaviour Policy Level Descriptors

Level 0 - Reference Only - Input into SIMS is for reference only and can be done at the end of the school day. However, 3 Level 0 offences occurred per teacher equates to an email



being sent by the teacher to the parent of the child informing them of their lack of work ethic.

Level 0

- A : Homework not done/incomplete. Homework not done is self-punishment as students are sabotaging their own academic progress. However, it is still required to be recorded, and after 3 occasions, an email is sent to the parents informing them of a lack of supplementary academic engagement.
- B : Copying of homework is self-punishment as students are sabotaging their own academic progress. However, it is still required to be recorded, and after 3 occasions, an email is sent to the parents informing them of a lack of supplementary academic engagement.

Level 1 - Data Accumulation - Input is for data accumulation to provide an overall view. Decisions on appropriate sanctions will be vetted and decided by the HoS/Principal depending on the number of repetitions recorded across the week.

- A. Chewing Gum - No warning
- B. Dishonesty - No warning
- C. Fraternizing - BP issued on the 2nd occasion. Any physical displays of affection on the school grounds or out of school and in school uniform.
- D. Insolence - No warning. Rude and disrespectful behaviour to an adult or peer.
- E. Late to class with no sufficient reason (except for 1st lesson) - no warning. BP to be issued after 5 min - 3rd offense escalated to Level 2
- F. Leaving class without consent - No warning. Health and Safety concern and a liability issue.
- G. Littering - No warning
- H. Missing equipment - 1 warning per teacher. Each teacher to keep a record of their warning, as this can lead to duplicate offenses in the same day.
- I. Non-learning language - BP issued on the 3rd occasion. Sensitivity required. If 2 students are playing a game at break and they discuss in home language, this is fine. If a third joins the game but speaks a different language, then out of courtesy, the game reverts to English. However, in class, we keep to the language of instruction.
- J. Non-submission of assignment - 1 warning. Encouragement of deadlines is a must. However, if a deadline is missed, a revised date is set. If the revised date is missed, a BP is issued.
- K. Swearing accidentally - BP issued on the 2nd occasion.
- L. Talking out of turn in class/assembly - BP issued on the 3rd disruption.



- M. Unkempt appearance - No warning. Correct earrings (stud/sleeper only). No make-up. Nails neat and short (No nail-polish). Tattoos covered. Shirt must be tucked in. Tie correctly worn. Shoelaces tied.

Level 2 - No Warning - All level 2 offenses are not privy to a warning.

- A. Continuation of Level 1 offenses
- B. Accidental damage to property or belongings / defacing school property, if evidence suggests a deliberate act, then this will be considered a level 3 offense.
- C. Disrespectful actions towards people and animals outside of school but in uniform.
- D. Disrupting a lesson continuously with intent. After intervention, an email is required to be sent informing the parents of the behaviour that transpired that day.
- E. Forging a signature. The context for this will be required and referred to the disciplinary committee.
- F. Inciting violence/bullying (needling)
- G. Late for class continuous occurrence. This will be referenced against Level 1 E
- H. Profanity (verbal or through gesture)
- I. Verbal threatening/intimidation (argumentatively)
- J. Repeated violations of uniform code

Level 3 - No Warning - All level 3 offenses are not privy to a warning.

- A. Continuation of Level 2 offenses
- B. Cheating in assessments
- C. Leaving school without permission. This is a health and safety risk as well as a liability issue for the school.
- D. Non-compliance of a disciplinary sanction. This would be after an email has been sent to the respective parents, and there has been a wilful intent to not comply with the sanction.
- E. Racist/Sexist comments
- F. Sexual harassment/misconduct
- G. Repeated Truancy
- H. Using phones/smartwatches. This is a level 3 sanction because the student has not complied with the school rule of handing in the phone at the beginning of the day and then using it accordingly. Teachers are unable to ascertain what the use of the phone was for or what may or may not have been distributed from the device while on school premises.
- I. Vandalism. A repeated vandalism offense is escalated to level 4.
- J. Verbal assault (profanity-laden)

Level 4 - No Warning - All level 4 offenses are not privy to a warning.

- A. Bullying - physical / emotional / cyber



- B. Taking an unauthorised video or pictures in School or during out of School activities/events as well as sharing of unauthorised video or pictures
- C. Possession, trafficking or consumption of alcoholic or status impairing drinks
- D. Possession, trafficking or use of drugs
- E. Possession, trafficking or use of cigarettes (including electronic cigarettes) and other nicotine products.
- F. Fighting
- G. Sexual Assault
- H. Theft
- I. Possession and/or use of a weapons of any kind or any object that is deemed a weapon or can cause bodily harm.
- J. The possession of dangerous/hazardous items, substances, illegal material

Further protocol and information:

I. Break Time Detention:

A student who breaks the code of conduct at break time or between classes can be put on break time detention.

II. Withdrawal from a Lesson (All Staff):

A teacher can ask a student to stand outside the classroom if he/she disrupts the lesson. This should only be for a few minutes and the behaviour is recorded on SIMS. If a student continues to be disruptive, then the "Senior member of staff on duty" comes and collects the student and a record of the offence is recorded on SIMS.

Withdrawal to a Learning and Behavioural Support Unit. This can be from one lesson up to several weeks, depending on the success of the reintegration work with the student. The inclusion coordinator will work with the student to help them reintegrate.

III. After School Detention (Must be approved by Head of School or Principal):

After School Detention is for persistent and serious offenses and should only be used after referral to the Head of School or Principal. The Head of School or Principal should keep a record and notify both the student and his/her parents/guardians.

Students should be given 24 hours' notice of an after-school detention wherever possible. They should report to reception at the time stipulated and they will be met by the appointed member of staff and escorted to the allocated room where they will remain



under supervision for 1 hour with the appointed member of staff. Detention will be on a Friday and run from 14:30 to 15:30.

IV. Report (By Head of School/Principal):

Persistent lack of effort, underachievement, or unacceptable behaviour could result in a student being put on report.

V. Suspension In-School (Up to Three School Days):

The student:

comes to school 10 minutes before school starts. Reports to the Head of School. Stays in an isolation room and works independently. Has supervised breaks. Leaves immediately at the end of the day. Does not meet other students. Is collected from school by a parent/guardian. Is interviewed by the Head of School and/or Principal before being allowed to return.

VI. Suspension At Home (Up to Three School Days):

The student:

Is not permitted in school and responsibility for their safety rests with their parents/guardians and works independently at home. Is excluded from school activities/events for the duration of the suspension. Only attendance at external examinations taking place at school is allowed. Is interviewed by the Head of School and/or Principal before being allowed to return to school. Absence due to suspension is recorded as justified absence.

VII. Principal's Report (By Principal/Head of School):

For serious repeated offenses, a student **may** be put on the principal's report. The student must report to the principal at the start and end of each day.

A Principal's report is the last step before the principal asks the Disciplinary Committee (Principal, Head of School, Head of Key Stage, Inclusion Coordinator, Form Tutor) to consider expulsion.

VIII. *Expulsion (By Disciplinary Committee):

This option will be exercised in an extreme case only, and the decision rests with the principal with the agreement of the *Disciplinary Committee. Students may not be



accepted to register for the upcoming academic year if the Disciplinary Committee takes such a decision for well-examined reasons.

Examples of possible reasons are:

- Student behaviour poses a risk/danger to self, other students, and staff.
- Student has been unable to adapt to the school environment and they would benefit from a change of school environment.

The student(s) are suspended from school while an investigation is undertaken and will continue to be provided with schoolwork.

Students and their parents/guardians are informed of the allegations against a student ahead of a disciplinary meeting and are given the opportunity to respond to the allegations against the student. In case they do not respond, the Committee will be proceeding with their work.

***Disciplinary Committee**

The Disciplinary Committee consists of the Principal, Head of School, Head of Key Stage, Form Teacher, and two members of the Teachers Council. The owner of the school cannot be a member of the Committee. In case of any conflict of interest of any member of the Committee, the member must declare their interest and the member in question is replaced. The Disciplinary Committee has the right to invite any other interested party, such as other members of staff, other students or a medical professional, if deemed necessary to hear their views about the matter at hand. It is imperative for the Disciplinary Committee to invite and hear out the student or students who allegedly have been involved in the incident. The principal chairs the meeting and minutes are to be recorded. Only the members of the Committee have the right to vote, and, in case of a draw, the principal has the deciding vote. The principal cannot increase or decrease the punishment decided by the Committee. A minimum of three members of the committee must be present for a decision to be taken. The presence of the principal is mandatory. Once a decision has been reached, the teachers council are presented with the facts regarding the incident and are asked to vote in support or against the decision. The final decision is relayed to the Teachers Council within 7 working days.

Meeting minutes are taken at all meetings concerning the case, and if the parents do not accept the final decision of the disciplinary committee, then they have a right to appeal. Any suspension out of school in excess of eight days must be approved by the Cyprus



Ministry of Education, Sport and Youth. The parents/guardians of the student have the right to express their views to the Ministry, and the school must provide all documentation relating to the case, if requested to do so.

Student Attendance Policy

Rationale / Statement of Intent:

For a child to take full advantage of the educational opportunities and reach their full educational achievement a high level of school attendance is essential and the school will regularly convey to students and their parents / guardians the importance of regular and punctual attendance. It is our duty to consistently strive to achieve 100% attendance for all students. Every child has a right to access the education to which he/she is entitled. Parents and teachers share the responsibility for supporting and promoting excellent school attendance and punctuality for all.

The routines children develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff and future aspirations depend on good attendance.

Good attendance is important because:

- Statistics show a direct link between under-achievement and absence below 95%.
- Regular attenders make better progress, both socially and academically.
- Regular attenders find school routines, schoolwork and friendships easier to cope with.
- Regular attenders find learning more satisfying.
- Regular attenders are more successful in transferring between primary school, secondary school, and higher education, employment, or training.

Recording Attendance

The law requires all schools, including private schools, to have an admission register and, an attendance register. All students (regardless of their age) must be placed on both registers. Attendance registration commences on the first day on which the school has agreed that the student will attend the school. For most students the expected first day of attendance is the first day of the school year. If a student fails to attend on the agreed or notified date, the school must establish the reason for the absence and mark the attendance register accordingly.



TLC marks the attendance register at the start of the first session of each school day and once during the second session and we follow up any absences to:

- ascertain the reason.
- ensure the proper safeguarding action is taken.
- identify whether the absence is approved or not.
- identify the correct code to use before entering it on to the school's electronic register in the school information management system (SIMS).

Operating the Policy

1. Promoting Good Attendance

- The foundation for good attendance is a strong partnership between the school, parents, and the child. The Home/School agreement contains details of how we will work with parents and our expectations of what parents will need to do to ensure their child achieves good attendance.

To help us all to focus on this TLC will:

- Provide access to the SIMS Parent App where parents can monitor their child's attendance.
- Report to you on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainments.
- Celebrate good attendance.
- Set Targets for the school and display these in the school.

Roles and Responsibilities

An appointed member of the Senior Leadership Team will direct and co-ordinate the school's work in promoting regular and improved attendance and will ensure the Attendance Policy is consistently applied throughout the school. This person will also ensure that attendance is both recorded accurately and analysed. (S)he will ensure that attendance issues are identified at an early stage and that support is put in place to deal with any difficulties. If absence is frequent or continuous, except where a child is clearly unwell, staff will discuss with parent/guardians the need and reasons for their child's absence and will encourage them to keep absences to a minimum. A note or explanation from a student's home does not mean an absence becomes authorised. The decision whether to authorise an absence will always rest with the school.



Responsibilities of Classroom Staff:

- Ensure that all students are registered accurately.
- Liaise with the Head of School on matters of attendance and punctuality and communicate any concerns or underlying problems that may account for a child's absence.

Responsibilities of Parents and Carers:

Ensuring your child's regular attendance at school is a parent/carers legal responsibility (Law N.24 (I) of 1993 and Law N.220(I)/2004 (Compulsory Schooling and Provision of Free Education) and permitting absence from school that is not authorised by the school creates an offence in law.

Parents MUST:

- Inform the school on the first day of absence by 8am.
- Discuss with the class teacher any planned absences well in advance.
- Support the school with their child in aiming for 100% attendance each year.
- Make sure that any absence is clearly accounted for by phone on the first and subsequent days of absence, or by letter or email if a phone is unavailable.
- Avoid taking their child out of school for non-urgent medical or dental appointments.
- Only request for leave of absence if it is for an exceptional circumstance.

Recording Attendance: The school day begins at 7:50am and all students are expected to be in school at this time. The register will be marked at the start of the school day at registration.

Lateness/Punctuality: It is important to be on time for morning registration. The start of school/lessons are used to give out instructions or organise work. If your child is late they can miss work, time with their class teacher getting vital information, cause disruption to the lesson for others, and can be embarrassing for the student who is late leading to possible further absence. Students late on arrival at school must, without fail, report to the school reception. If the lateness exceeds 20 minutes for the period in progress, students will have to wait at the reception for the commencement of the following period.



If a student is late due to a medical appointment, they will receive an authorised absence coded 'M.' Please be advised that where possible doctors and dentists appointments are to be made outside of school hours or during school holidays.

Students who are consistently late are disrupting not only their own education but also that of the other students. On-going and repeated lateness is considered as unauthorised absence and disciplinary sanctions will apply.

Parents, guardians, or carers of students who have patterns of lateness will be contacted to discuss the importance of good time keeping and how this might be achieved. If lateness persists, parents, guardians or carers will be invited to attend the school and discuss the problem and support will be offered.

Please collect your child promptly at the end of the school day. Where late collection is persistent the school will place a child into the supervised after school club and ask the parent/carer to cover the cost of that care.

What to do if my child is absent?

A child not attending school is considered a safeguarding matter. This is why information about the cause of any absence is always required.

On the first day of absence:

- The parent/guardian must telephone, email or visit the school in person on the first day of absence, stating the reason for the absence and an indication as to the period of time the child will be absent.
- If your child is absent and we have not been contacted by a parent/guardian, you will be contacted by telephone. This is because we have a duty to ensure your child's safety as well as their regular school attendance.
- For absences of five days or more for health reasons a certificate of the doctor who attended the child is required, unless the school principal is convinced otherwise.
- For consecutive absences **over six days** without a reason then we, as a school, must contact the office of the Head of Kindergarten/Primary or Secondary at the Ministry of Education (MOEC) immediately, supplying the following information:
 - Name of student
 - Date of birth
 - Number of years at school



- Date when he/she stopped coming to school
- Name of parent/guardian and home address

Request for Leave of Absence

The Head of School may not grant any leave of absence during term time unless there are exceptional circumstances. It is important to note that the Head of School can determine the length of the authorised absence as well as whether absence is authorised at all. The fundamental principles for defining 'exceptional' are rare, significant, or unavoidable which means the event could not be scheduled at another time. There are no rules on this as circumstances vary from school to school and family to family. There is however, no legal entitlement for time off in school time to go on holiday and in the majority of cases holiday will not be authorised. Parents/Guardians wishing to apply for leave of absence need to fill in an application form available from school reception in advance and before making any travel arrangements.

Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking children out during school time.

Understanding types of absence

Students are expected to attend school every day for the entire duration of the academic year unless there is an exceptional reason for the absence. There are two main categories of absences:

- Authorised Absence: is when the school has accepted the explanation offered as satisfactory justification for the absence or given approval in advance for such an absence. If no explanation is received, absences cannot be authorised.
- Unauthorised Absence: is when the school has not received a reason for absence or has not approved a child's leave absence from school after a parent's request. This includes:
 - parents giving their children permission to be off school unnecessarily such as for shopping, birthdays, to look after siblings.
 - Truancy before or during the school day.
 - Absences which have not been explained

The school can, if needed, change an authorised absence to an unauthorised absence and vice versa if new information is presented. Any changes will be communicated to



parents/carers. An example of this would be where a parent states a child is unwell but on return to school there is evidence they have been on holiday.

Regular attendance is expected from all students.

Levels of attendance to class:

- 95% = Outstanding (To be met by the majority of students)
- 90-95% = Very Good
- 85-90% = Minimum acceptable
- Less than 85% = A cause for concern

The level of attendance of all students will be closely monitored. When a student's level of attendance begins to show indications that he or she is failing to attend regularly, the following steps will be taken:

By the end of Term 1: If a student's % attendance lies below 90% (equivalent to 17 school days, includes authorised and unauthorised absences), this will be seen as a case persistent absenteeism and of serious concern. Parents will be warned that any further deterioration will result in any of the following outcomes:

Years 1-12

- For Years 1-12, no promotion to the following academic year; the student will be required to repeat the Year, regardless of the academic level of the child.
- May not be permitted to participate in a school event.
- May not be permitted to participate in a school trip, both locally and overseas.
- For Year 12 students, UCAS applications will reflect the level of absence as being unsatisfactory. If a university or UCAS application whether in the UK or another country has already been submitted, the school reserves the right to inform the universities that have been applied to or where offers have been received regarding the unsatisfactory level of attendance of a candidate.
- Suspension from School.
- In extreme circumstances, parents may be asked to withdraw their child from the school.



Term 3

A student may be referred for re-examination in June if during the three months April-June they have accrued more than 32 teaching periods or 4 days of absences. If for any reason they are absent during the planned assessment period, the students will be required to sit the assessments in the 1st week after school closes for the summer break to determine if they can be promoted to the next year group. The pass mark is set at 50% for all 3 subjects (Maths, English and Science) in Years 7-9 and for all subjects in Year 10. If there are extenuating circumstances (serious health considerations, family/personal issues) then the case will be put to the teacher's council. The final decision is relayed to the parents within 5 working days.

Year 13

This being the graduating year for students in our school, it is of the utmost importance that students attend all times. This includes all A-Level classes, other courses and study time. Students are expected to be on-site and in timetabled rooms. Attendance will be monitored closely. It is also understood that some Year 13 students may attend university interviews overseas or to sit a university entrance test and consideration will be given for these reasons.

The following will apply if attendance levels are a cause for concern:

By the end of term 1, if the level of attendance has dropped below 85% overall, this will be viewed as a serious case of concern. The following outcomes may result:

- a) Suspension from School.
- b) May not be permitted to participate in a school event.
- c) May not be permitted to participate in a school trip, both locally and overseas.
- d) If a university or UCAS application whether in the UK or another country has been submitted, the school reserves the right to inform the universities that have been applied to, or where offers have been received, regarding the unsatisfactory level of attendance of a candidate.
- e) The Leaving Certificate (Apolytirion) will clearly state that the level of attendance has been unsatisfactory.
- f) The student may not be permitted to attend the Graduation Ceremony.

If attendance continues to be of serious concern, parents may be asked to withdraw their child from the school at any time.



Note: Absenteeism which may be due to serious illness or other extreme circumstances, will be considered. The principal will be the final arbiter of any decision.

It is understood that the Teachers' Council may exercise reasonable leniency in deserving cases and may deviate from the provisions of the above regulations if it is in the student's best interest. The decision is subject to the approval of the Board of Directors.

Work for absent students.

If your child is absent through illness, it is important that they have time to recover.

Therefore, if the absence is for less than a week, please do not contact school for missed work. Your child is not expected to complete missed work in Years 7-8. In Years 9-13 they should catch up with missed work on their return and are expected to liaise with their form tutor to help them manage this realistically.

If you expect your child to be absent due to illness for a longer period, please contact Reception and they will inform the Head of School who will liaise with the appropriate teachers and aim to arrange for suitable work to be provided. Several days' notice is needed to organise this.

In the event of extended absence, it is important that your child plans the work they need to catch up on carefully on their return and discusses this with their form tutor so that it can be prioritised appropriately.

Work cannot be provided in advance for students for planned absence due to a family occasion. Under these circumstances, the onus is on the student to catch up with missed work as soon as possible.

Leavers

If your child is leaving our school parents are asked to:

Give the Academic registrar comprehensive information about their plans including any date of a move and your new address and telephone numbers, your child's new school and the start date when known. This should be submitted to our school in writing via email or letter. In turn we will submit to the Ministry of Education, Sport and Youth (MOEC) the names of the students who have left TLC. If we do not receive this information, then the child is presumed missing from education, and this will also be reported the MOEC.



Retention of attendance registers

Attendance registers will be kept electronically for 7 years from date of student leaving the school. At the end of the administrative life of the record it will be destroyed along with any electronic backups.



Teachers Council

All teachers in the school are members of the Teachers Council. The Council deals with matters such as disciplinary and punitive measures, grading, promotion and attendance. The Council appoints two members of the Teachers Council as members of the Pupil Discipline Committee. Regular meetings are held throughout the academic year. Ad Hoc meetings can be called in exceptional circumstances. The principal chairs the meetings and in case of their absence, the relevant Head of School chairs the meetings. An agenda is circulated beforehand. The teachers can vote for or against the proposed motion or they may abstain from voting. Decisions require majority vote and in case of a draw, the principal/Head of School has the casting vote. Meeting minutes are taken and once approved are circulated.

Student Council

TLC School's Student Council is composed of students in grades 7-13. Student Council applicants are accepted based upon their grades, behaviour and attendance. The Student Council Members are volunteers and represent their peers to the teachers and administration. They also organise activities for their peers, and work towards improving student life. Members of the student body also elect a President to head the Student Council.

Head Student

The Head Students are elected members of the Sixth Form whose responsibilities include:

- Being a role model to all students in the school
- Representing the school at internal and external events
- Regular consultation with the Head of Secondary on student matters
- Lead the School Council

How do we elect?

Eligible students who wish to apply for the roles must submit an application to the Head of School. Once reviewed by the leadership team, the students are invited to make a presentation to students from KS4 & KS5. After the presentation, the students present undertake a secret ballot to elect the Head Students.



Prefects

The school has the philosophy that every student in the sixth form has the capacity and capability to be a prefect, but this must be awarded on merit. The process of recommendation begins at the end of the term in which the students are Year 11 and some are nominated at that time. The remainder of the students entering Year 12 should gain their prefect roles within the first term of Sixth Form, dependent on their suitability for the role.

Reward Systems

House System

At TLC we further encourage our students to develop a sense of community through the House System. Every student is placed in a house and through the year they support their fellow house members through their efforts by achieving across a wide range of activities. Our aim is to recognise that every child matters, every child can succeed and every child is valued at TLC for what they bring to the school as well as what they achieve individually – it is a holistic approach that emphasises our determination to meet the needs of every child and young person.

Additional certificates of studies

In the primary school, certificates are awarded as follows:

- Star Student (per class)
- House Point Certificates
- Spelling Bee
- Personal Development Goals/ Learner Profile
- Principal's Award

In the secondary school, certificates and shields are awarded as follows:

KS3

- House Point Certificates
- Top student in each subject per year group

KS4 & KS5

- Shields for best student in each subject
- Outstanding Student Award



- Director's Award for Outstanding Contribution to the School

Parents/Guardians

Staff should always treat parents with respect and approach discussions and meetings with a mind that the parent wants the best for their child.

Attendance at Parent/Teacher consultations is obligatory and there is an expectation that all teaching staff will interact with parents regularly – always working within a professional domain. At all times staff should be polite to parents.

Our PTFA is a voluntary organisation that supports our school by organising social activities and fund-raising events. Staff are expected to support the PTFA as members, showing parents the commitment to them, their children and our schools.

TLC +

At TLC we advocate equality of opportunity for all students, including those who are identified as having Special Educational Needs (SENs). Teachers are always aware to the possibility of a student having emotional/behavioural difficulties or learning differences such as dyslexia, and early identification enables appropriate assessment to be made under the direction of the Inclusion Coordinator and in agreement with the parent/guardian.

At TLC we pride ourselves on the service we provide in TLC+ we provide a service to the whole school for students who have additional support needs whether this be due to a particular talent or gift, having a learning difference or needing intensive specialist support. The service is multidisciplinary and staffed by a team who have many years of experience. The primary aim of TLC+ is to promote and support inclusion into and within mainstream education at a level that suits the individual.

TLC may suggest to parents/guardians that formal assessment and testing is sought from a qualified Educational Psychologist and/or other relevant professionals, in order to identify precise educational needs. These children will have an IEP (individual education plan) to ensure they receive the appropriate support to achieve their potential and that any necessary adaptation/resource needed will be implemented. The IEP (Individual Education Plan) is reviewed with the student, teacher and parents on a 6-weekly basis.



Parents/guardians are an integral part of the consultation and supporting process and are consulted and informed about the success of the student's progress towards targets on a regular basis. In the Secondary School, there is a policy and procedure in place for students with identified SENs who are eligible for Examination Access Arrangements, to ensure that they may fully utilise their special entitlements for internal and external examinations.

For those children who require more specialist support we have 3 classrooms, within a specialist facility. These have been specifically planned and designed to meet the needs of children with autistic spectrum disorder (ASD).

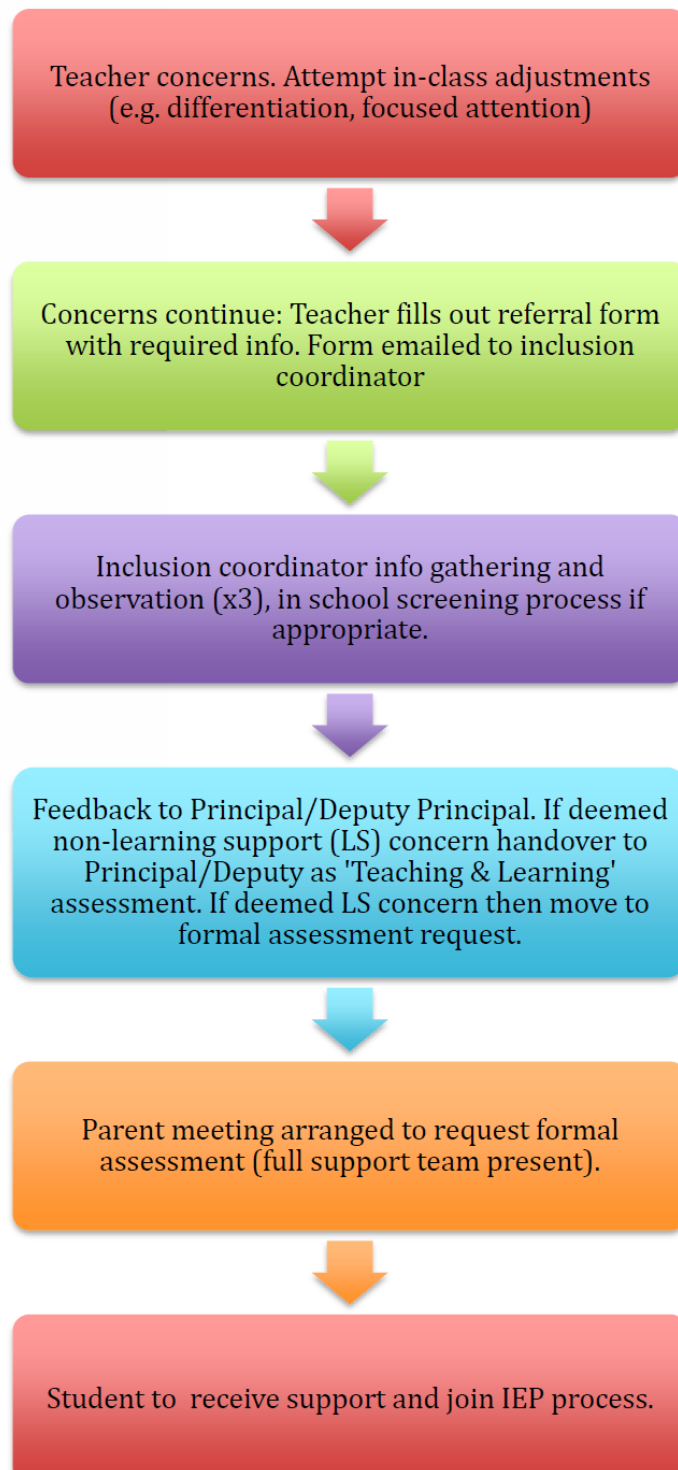
As such the environment is free from additional stimulus to help the children concentrate and remain focused. It caters for five full time places and can also accommodate children who come part time, or who are building up their time both within the specialist resource and inclusion into mainstream.

The service has a main classroom for group work, a smaller very minimalist room for intensive 1:1 work and a sensory/playroom. The rooms are also available to the rest of the school when free. The material used by the children combines several methods found to be helpful with children with ASD, it is visual, hands on and broken down to small stages to enable them to learn easily and to reach the desired goals.



Special Education Providers

Learning Support Referral Process





If a referral to a special education provider is required after completion of steps 1,2, 3 and 4 internally then the following agencies/specialist as are recommended to the parent/guardians.

Limassol Therapy Center

Website: <https://www.limassoltherapycenter.com.cy/>

Email: Info@limassoltherapycenter.com.cy

Tel: 25333375

New Hope Educational Assessment Center

Dr. Eleni Rossides, Nicosia

Website: www.newhope.com.cy

Email: eleni@rossides.com

Tel: 22494820

Educational Psychologist

Valentina Lerotheou

Educational Psychologist, Paphos

Tel: 99126975

Speech Therapy

Maria Pentara

Email: mi.pentara@gmail.com

Tel: 99093908



School Policies

All school Policies are available to staff via the School Intranet and the parents via the Parent Portal which is accessible via the school website. The policies and other documentation highlighted yellow below are available in this edition of the Study Guide/Rule and Regulations.

Policy
* NEW Academic Honesty Policy
Health and Safety Policy
Admissions Policy
Privacy policy
School Educational Trips Policy
Student Attendance Policy
Behaviour and Discipline Policy - Secondary
Behaviour and Discipline Policy - Primary
Anti-Bullying Policy
Child Protection and Safeguarding Policy
* NEW Communications Policy
Visitors Policy
Mobile Phone Policy
* NEW Parents Code of Conduct
TLC Online Safety Policy
Email and Internet Usage Policy
Student Email and Internet Usage Policy
Staff IT and Communications Policy
Capability Policy
* NEW Private Tutoring of TLC Pupils
Charitable Fund-Raising Policy
Anti-Cyber Bullying Policy
Accident & Incident Policy
First aid and Medical Procedures including administration of medication Policy
Confidential Information Policy
Control of Infectious Diseases



Assessment, Reporting, Marking and Feedback Policy
Differentiated Learning Policy
Exams Disability Policy
Homework Policy
Sun Safety Policy
Volunteer Policy
Complaints Policy
SIMS Parent App Usage Policy
Staff Dress Code Policy
School Uniform Policy

Other documents	
Home/school agreement	Job Descriptions
Medical Form	Head of School: .1. Early Years .2. Primary .3. Secondary
Emergency Medical Care Form	Head of Teaching and Learning
Vaccination Coverage Certificate	Head of Key Stage
Photograph/Video Permission	Head of Student Engagement
Offsite Activities Form	Head of English as a foreign language
Student Absence Request Form	Subject Co-ordinator
Staff Absence Request Form	Form Tutor



Appendices

Appendix 1 - Home/School Agreement

As a Parent I will

- ☐ Ensure my child attends school regularly and punctually.
- ☐ Is properly equipped with any items needed for their day, e.g. homework, PE Kit and student planner. etc.
- ☐ Ensure that my child wears the correct uniform and branded PE Kit unless told otherwise.
- ☐ Support the school's policy on homework, provide a space at home that is conducive to quiet, focused study.
- ☐ Support the school's policies and guidelines including those relating to conduct and support associated action taken by the school.
- ☐ Newsletters, web site and email communications will be read and if further information or clarification is required, you will initially contact the school Reception.
- ☐ Notify the school on the first day of absence if, for any reason your child cannot attend.
- ☐ Communicate to the school any concerns or problems that might affect your child's work, behaviour, wellbeing or happiness.
- ☐ Do my best to attend all parents meetings and other meeting at which my presence is requested.
- ☐ Support the aims and activities of the PTFA.
- ☐ Reimburse the school for any willful damage done by your child to school property or that belonging to other students.

Signed

Date.....

At TLC Private School we will ensure that:

- ☐ We promote a safe, happy and stimulating learning environment for your child.
- ☐ Your child is well taught and is given the opportunity to achieve as a valued member of our school community.
- ☐ We provide a broad and balanced curriculum that meets the individual needs of your child.
- ☐ We achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- ☐ We will keep you informed about general school matters and in particular, your child's progress.
- ☐ We will be open and welcoming at all times and offer opportunities for you to become



involved in the school's continuing development.

- ☐ We will offer opportunities beyond the curriculum to challenge and stimulate your child.

Signed

Date.....

Students agree to:

- ☐ Attend school regularly and arrive at registration on time.
- ☐ Wear the correct school uniform in accordance with expectations and ways to appear tidy in appearance.
- ☐ Bring any clothing/equipment you need each day.
- ☐ Work hard at all times and do my best.
- ☐ Prioritise attendance and homework and avoid anything that may negatively impact on my progress and attainment.
- ☐ Do all class work and homework to the best of my ability and by the due date.
- ☐ Be polite, respectful and helpful towards all at TLC Private School.
- ☐ Respect all school property and premises, not to cause damage or drop litter around the site.
- ☐ Behave well in and out of class, follow the code of conduct and meet school's expectations.
- ☐ Cooperate with all policies including the non-use of mobile phones in school (unless permission is granted).
- ☐ Promote the success of others by not interfering with or limiting their progress in lessons or in any school activities.
- ☐ Care for my planner, bring it to school I with me each day and record all homework details.
- ☐ Talk with parents and teachers about any concerns in school.

Signed

Date.....



Appendix 2 - Job Descriptions

Head of Kindergarten and Reception

Role Title: Head of Early Years

Accountable to: Principal

Purpose of Job

The Head of Early Years & Reception is responsible for the daily management of the kindergarten and play a wider role in the running of the school as a member of the Senior Leadership Team.

They will have a sound knowledge of all school policies and procedures, as well as statutory social welfare and Ministry of Education, Sport and Youth requirements and expectations, ensuring that these are always adhered to. They will also act as a role model to the staff team, able to showcase high quality practice with children, as well as working effectively with staff and parents. They will act as the Designated Safeguarding Lead for the kindergarten, with overall responsibility for the safety, security and wellbeing of the children.

Main responsibilities:

Senior Leadership

- Develop improvement priorities for the Kindergarten and Reception and lead on other whole school improvement priorities, as directed by the principal.
- Assume a 'front of house' role for the Kindergarten and Reception, developing excellent relationships with parents and maximising the conversion of kindergarten children staying on into Reception.
- Support and manage the whole Kindergarten and Reception team, offering support and guidance as required.
- Lead by example, delivering high quality Early Years teaching and learning.
- Communicate with the parents of Kindergarten and Reception children as appropriate throughout the year, including parent curriculum meetings, newsletters, taster sessions and dealing with all parental queries promptly.
- Contribute to the formulation of whole school policies and initiatives.
- Liaise with the Admissions Department to assist with enquiries and visits for prospective children.



- Liaise with the Head of Primary School to ensure the best possible transition of children into the Primary School.
- To deliver a high standard of learning, development and care for children in Early Years (EY).
- To ensure that the environment is safe for children, staff and others and to promote good hygiene practices and ensure that high standards of cleanliness are maintained.
- Developing partnerships with parents/carers to increase involvement in their child's development and learning.
- To undertake other reasonable duties as the Head deems necessary for the effective operation of the school.

Childcare

To be the Designated Safeguarding Lead within the Early Years setting and to ensure that all practitioners have a sound awareness and understanding of the policies and procedures of Social Welfare, Ministry of Education and TLC, including how to deal with child protection issues appropriately and how to respond to incidents, accidents, complaints and emergencies.

- To ensure that all children are treated as individuals and that we are supporting this through our approach to planning in line with the EYFS.
- To ensure that any identified development needs are supported with ongoing training, either internally or externally.
- To ensure that an enabling environment is always maintained, which is child-led and where effective use is made of both the indoor and outdoor spaces.
- To deliver an appropriate play based Early Years Foundation Stage (EYFS) curriculum that enables children to make individual progress.
- To plan activities which motivate and stimulate a child's learning abilities, ensuring each child is working towards the early learning outcomes.
- To ensure records are properly maintained, e.g., daily attendance register, learning journals, accident and incident book, risk assessments.
- Observe, assess and record each child's progress in development in the following areas:
 - Personal
 - Social
 - language
 - physical coordination abilities
- To lead on all aspects of inclusive practice, behaviour management and special educational needs within the team, liaising with the appropriate representatives.
- Ensuring communication is maintained with the child's parents/carers and providing updates on progress, working together to overcome difficulties and prepare for periods of transition.



- Work with Early Years colleagues to plan and coordinate work both indoors and outdoors.
- Keep up to date with changes in the curriculum and developments in best practice.
- Ensure that settling-in and transitions are well-managed for all children, ensuring they are communicated to parents, carers and colleagues.

Staffing

- To reinforce the school ethos, policies and procedures at all times, and to deal with any breaches swiftly and in an appropriate manner.
- To ensure that new staff receive a full induction, ongoing regular contact and probationary reviews, offering any support and guidance and managing performance as required.
- To take a leading role in dealing with any necessary investigations, disciplinaries or performance management issues.
- To always ensure efficient and effective staff deployment, maintaining suitable ratios, rotas and breaks.
- To organise cover in the case of staff absence, annual leave and sickness absence.
- To lead regular meetings (weekly during term time), with a full written agenda and minutes to accompany.
- To recognise the contributions of staff within the Nursery, listening to ideas and rewarding outstanding practice.
- To promote equality and diversity within the Nursery, challenging any behaviour which does not support our inclusive practice and Equal Opportunities policy.



Head of Primary School

Role Title: Head of Primary School

Responsible to: Principal

Accountable to: Principal

Role Requirements:

- Bachelor's Degree in Education or Bachelor's Degree plus PGCE or equivalent.
- Experience in teaching and planning effective lessons which demonstrate high expectations, provide an appropriate level of challenge and support pupils towards success.
- Demonstrate strong leadership and communication skills.
- Be willing to provide colleagues with honest, constructive criticism.
- Have a collaborative and creative mind-set, able to problem-solve.
- Ensure continual improvement and high quality, creative and fulfilling education across Primary to maximise educational, social and emotional development for all.
- Have, and maintain, a strong passion for the development and education of children.
- Develop standards of teaching, learning and achievement, both in accordance with statutory requirements aligned to the English National Curriculum, and the ethos of TLC Private School.
- To work collaboratively with other Heads of School to facilitate collaboration at all levels across TLC Private School.

Responsibilities:

Leadership, management and accountability

- To take responsibility and accountability for the day-to-day management of the Primary school.
- To promote the development of teamwork, professional development and collective responsibility and accountability.
- Arrange cover where needed.
- To lead and chair regular Primary staff meetings and briefings.
- Organise parent consultation meetings for the Primary phase.
- With the Head of Teaching and Learning, lead the development of the Primary school in alignment with the school development plan.
- With the Head of Teaching and Learning, assess teacher planning and delivery of lessons.
- With the Head of Teaching and Learning, monitor the work of subject coordinators within the Primary school.



- To line manage and support, guide, and review the performance of other members of Primary teaching staff and new members of staff.
- Work with other parts of the school to contribute towards the overall raising of standards.
- Encourage the building of strong relationships between teaching staff, parents and pupils.
- Evaluate, coordinate and monitor the use of resources within the Primary school.
- Deputise for the Principal when absent from the Primary school.

Teaching, learning and curriculum

- With the Head of Teaching and Learning, monitor the production of Curriculum Booklets each term.
- Model the effective classroom environment that encourages excellence and promotes high standards.
- Be an effective role model through your own practice, behaviour and classroom management, being open to observations by other teachers.
- With the Head of Teaching and Learning, ensure all children receive a good quality education tailored to their individual needs and abilities.
- With the Head of Teaching and Learning ensure all aspects of school performance including pupil assessment are tracked, monitored and evaluated in a robust and rigorous manner and that this information is used to improve outcomes within the Primary school.
- To deliver the requirements of the English National Curriculum and to encourage creative teaching that does not place undue reliance on published schemes.
- To work with staff and parents/carers to ensure that children have access to meaningful extra-curricular opportunities and other educational and social experiences.
- To liaise with other Heads of School to ensure consistency across the school.
- To manage the transition of pupils to and from your phase effectively.
- To observe lessons in other departments to identify the impact of Teaching and Learning in Primary and across the whole school.
- Promote cross curricular approaches to learning.
- Ensure you keep up to date with current developments in education, disseminating information as appropriate.

Strategic direction and development

- To work collaboratively with the school's leadership, management teams and heads of department in shaping the strategic direction of the school.
- To support and implement the vision and ethos of the school.



- In collaboration with the Head of Teaching and Learning, contribute to the creation, implementation and evaluation of a whole school development plan that will maximise existing and potential resources and lead to improvement in teaching and learning.
- With the Head of Teaching and Learning, identify, implement and monitor strategies to raise standards of teaching and learning across the Primary school.
- Manage change in response to developments in the educational landscape.
- Be a positive and proactive member of the management team.

Parents, carers and the wider community

- Be a visible member of the management team, maintaining ongoing, open communication with parents wherever possible.
- To create and maintain an effective partnership with parents/carers to support and improve children's achievement and personal development.
- To encourage and support the school's engagement with the wider community, identifying potential opportunities to raise TLC's profile.

Head of Secondary School

Role Title: Head of Secondary School

Responsible to: Principal

Accountable to: Principal

Main Areas of Responsibility

- Be responsible and accountable for the day-to-day management of the Secondary School.
- To work collaboratively with the school's leadership, management teams and heads of key stages in shaping the strategic direction of the school.
- To secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students.
- To support and implement the vision and ethos of the school.

Health and Safety

- To maintain good order and discipline amongst the pupils and oversee the safeguarding of every pupil when they are on the school premises and when they are engaged in authorised school activities off site in line with school policies.



Leadership and Management

- Lead and chair regular secondary staff meetings and briefings.
- Support teaching staff in student disciplinary matters, ensuring the school policies are followed.
- Establish and encourage good working relationships with staff within the secondary school.
- Lead and manage staff in an appropriate manner - offering support, encouragement, praise, guidance and advice to ensure effective practice.
- Work alongside with the HoTL to promote the development of teamwork, professional development and collective responsibility and accountability.
- Deputise for the Principal when absent from the Secondary school.
- Create and oversee the cover timetable.
- Participate in the recruitment, development and review of teaching and non-teaching staff.
- Be an effective role model through your own practice, behaviour and classroom management, being open to observations by other teachers.

Communication

- Responsible for the placement of staff at the school gate - at the beginning and end of the school day.
- Responsible for organising parent consultation meetings.
- Maintain ongoing, open communication with parents wherever possible.
- To liaise with other Heads of School to ensure consistency across the school.
- Encourage and support Head of Key Stage and teachers to maintain effective partnerships with parents/carers to support and improve children's achievement and personal development.
- Take assemblies as required.
- To encourage and support the school's engagement with the wider community, identifying potential opportunities to raise TLC's profile, Head of Student Engagement and Principal.

Learning and Teaching

- Oversee the organisation and implementation of the Secondary School's curriculum.
- Oversee the planning and co-ordination of a secondary school homework policy and the administration of a homework timetable.
- With the Head of Teaching and Learning, identify, implement and monitor strategies to raise standards of teaching and learning across the Secondary school.
- Ensure that examinations, or other suitable methods of assessment, are devised and applied at appropriate times. To ensure that all tests, examinations and assessments are based on the



department's specification and marked according to a scheme common to the whole cohort.

- Support the mentoring and lesson observations of new members of staff to the school.
- Assist with checking and proof-reading student reports before they are issued to parents/guardians.
- Support the Head of Teaching and Learning and the Principal in monitoring of the quality of teaching and learning across the Key Stages, including the analysis of student performance data.
- Liaising with the Head of Teaching and Learning - lead the development of the Secondary school in alignment with the school strategic plan.

Pastoral Care

- Promote standards of conduct, discipline and proper regard for authority and the encouragement of good behaviour among secondary school pupils.
- Develop a culture of high attendance and high achievement.
- Encourage the building of strong relationships between teaching staff, parents and pupils.
- Handle individual pupil disciplinary cases that may arise in accordance with the behaviour and discipline policy.

Head of Teaching and Learning

Role Title: Head of Teaching and Learning
Responsible to: Head of School
Accountable to: Head of School

The post holder will:

- Demonstrate professionalism and promote high standards in the delivery of the curriculum.
- Identify good practice across the organisation and provide opportunities to share with colleagues.
- Provide and promote academic liaison with the Primary HoTL.
- Work in partnership with the principal and other members of the SMT to contribute to the school's development plan.
- Be responsible for the development and maintenance of standards of Teaching and Learning from Year 7 to Year 13, monitoring the quality of Teaching and Learning in the school across all Key Stages, through a systematic scrutiny of long and medium term planning, lesson observations (referring to planning), staff and pupil interviews and the examination of students' work.



Monitoring, Evaluation and the Development of Teaching and Learning

- Monitor and evaluate the production and implementation of up-to-date Schemes of Work in accordance with ministry requirements and the English National Curriculum, ensuring that all documentation is stored in the agreed format on the school's network, offering support and guidance as needed.
- Ensure that medium /short term plans are in place for all curriculum subjects.
- Organise the set up and maintenance of curriculum information booklets ensuring they are ready to circulate to parents on the first day of each term/academic year as appropriate.
- Write, review and implement all academic policies, including Teaching and Learning, Curriculum, Assessment, Marking, and Gifted & Talented, consulting where appropriate.

Teacher Learning and Development

- Work closely with lead teachers to develop their leadership and management skills through a rigorous programme of CPD, to ensure they can effectively observe, monitor and develop the quality of teaching and learning in their own departments.
- Undertake and update a skills audit and training needs analysis for all staff.
- Develop the teaching and learning skills of all teachers through a rigorous programme of CPD and the setting of challenging targets for improvement, linked to the school's objectives.
- Assist in the appraisal of staff as necessary.
- Contribute to the development of job descriptions for all teaching staff.
- Develop the staff's use of SIMS for academic purposes, especially the tracking of pupils' assessment.
- Set up and monitor induction and mentoring of new staff/NQTs/PGCE students as necessary, together with other senior members of staff.

Curriculum and Assessment

- With the Principal and lead teachers, plan, organise and evaluate curriculum days.
- In conjunction with the SENCO, review and monitor the implementation of the school's provision for Able & Talented pupils.
- Liaise with and support the work of the SENCO and learning support staff throughout the school to identify appropriate support for students identified as underachieving.
- Manage the production and administration of standardised assessment tests across the whole school.
- Be responsible for monitoring assessment throughout the whole school via the Programme of Study tracker.
- Ensure assessment results are recorded within the Programme of Study tracker on SIMS so information can be analysed and shared.
- Feed analytics back to SMT so that an overview of pupils' attainment and potential can be obtained.
- Oversee the academic reporting system within the school, reviewing effort and attainment grades in conjunction with the data collected.



- Liaise with the Academic Registrar and SENCO over the assessment of new children to obtain baseline data.

Other areas of responsibility

- Support the Principal in keeping parents informed of curriculum and curriculum development.
- Ensure that the academic element of the school is prepared for ministry inspections.
- Prepare and present a termly report to Directors and the Principal on progress on standards in teaching and learning.
- Assist the SMT in deciding appropriate whole school INSET and be responsible for the implementation, monitoring and review of the school's CPD programme.
- Liaise with parents over educational matters as appropriate.
- Be closely involved in the appointment of new staff.
- To be responsible for the oversight of timetables to ensure that the recommended curriculum allocations are adhered to.
- With the Principal, identify, monitor and evaluate new initiatives in education and identify whether and how they can benefit TLC's students.
- To ensure that class teachers display work which is representative of the best from all abilities within the class, changing displays at least every half term.
- Attend weekly meetings with SMT.
- In liaison with the Heads of Departments, contribute to the set agendas and training sessions for Head of School meetings.
- Attend all parent consultation meetings from an academic perspective.

Head of Key Stage

Role Title: Head of Key Stage
Responsible to: Head of Secondary School
Accountable to: Principal

Beyond the role of class teacher, you will be expected to:

- Meet and greet the parents and students in the morning. Supported by another timetabled member of staff.
- Support the Head of Secondary school with day-to-day management.
- Support staff with their professional development.
- Provide support to colleagues in the teaching of the school curriculum across the Key Stage.
- Ensure new qualified teachers and staff new to the department receive appropriate induction and support.
- Deal with discipline issues in accordance with the school policy within your key stage if escalated to you.
- Establish and encourage good working relationships with staff within your Key Stage and across key stages.



- Support the HoS in maintaining good order and discipline amongst the pupils and oversee the safeguarding of every pupil when they are on the School Premises and when they are engaged in authorised School activities off site in line with school policies.
- Ensure all targets set by the Principal and HoS at the start of the academic year are met (date for completion of reports etc.).
- Schedule, conduct and record regular at least half termly book scrutinies, selecting different subjects at each event.
- Share in the checking, completion of and proof reading for reports.
- Support the Senior Management Team in developing the school strategic plan, identifying priorities and targets for ensuring pupils achieve high standards and make progress in you Key Stage.
- Work with Head of School and Head of Teaching and Learning to help raise overall standard and individual pupil achievement.
- Establish, develop and maintain positive partnerships with parents to encourage them to be involved in them in their child's learning.
- Be an outstanding role model of exemplary classroom practice.
- Be responsible for the pastoral care of pupils within the Key Stage, promoting self-discipline and positive behaviour in accordance with the school's behaviour and discipline policy.
- Celebrate pupil achievement and promote the values of the school through the shared leadership of assemblies, in conjunction with the Head of Student Engagement.
- Support the HoS ensuring that the statutory assessment arrangements for key stages are carried out.
- Work with the Inclusion Co-ordinator to ensure that individual pupils receive appropriate support.
- Set a good example in terms of dress, punctuality and attendance.
- Attend and participate in all school events within the school day and at after school events.
- Uphold the school's behaviour and discipline policy and enforce the uniform regulations.
- Participate in staff training.
- Attend and lead team and staff meetings scheduled by the Head of Secondary at the beginning of the academic year.
- Keep yourself fully apprised and aware of educational and other appropriate developments whether international or local and share findings/new developments with SMT.
- Always ensure the highest standards of professional conduct and confidentiality, and in particular when with other staff of the school.
- Ensure the development and maintenance of a team culture that enables all members of the team to be effective in their respective roles.
- Support Head of School as and when requested.



Head of Student Engagement

Role Title: Head of Student Engagement

Responsible to: Head of Secondary School

Accountable to: Principal

Introduction

As a senior member of the management team, you will co-ordinate a range of student engagement and user experience activities to support a positive student experience. You will be instrumental in implementing measures to ensure that students are engaged in their learning and take a more active part in the learning process.

Responsibilities

Developing Student Engagement

- To scope and develop the opportunities for students to meet recommendations from current research to enable the school to proactively engage our students, particularly in response to the social and psychological impacts of Covid-19.
- To work alongside the Head of Teaching and Learning, using student performance data, to devise intervention measures to ensure students are working to their full potential.
- To work in collaboration with the Head of Teaching and Learning to devise a programme that enables students to take greater ownership of their own learning and development targets.
- As part of the school's improvement agenda, in collaboration with the Head of Teaching and Learning, identify a PSHE programme that teaches students how to develop a growth mind-set and the skills that fall within the affective learning domain.
- To be the key point of contact for new students joining the school, holding induction meetings and following up with parents following a student's first day and week at school.
- Managing the Year 11 work experience programme. Identifying work experience placements and liaising with English teachers to ensure that student's CVs, letters of application and learning objectives are identified. Co-ordinating a programme of visits whilst students are on placement.
- In collaboration with the Head of Teaching and Learning, researching and implementing the roles of Learning Ambassadors within the school.
- Managing a School Council programme that aligns with the school's overall improvement agenda.



- When new students join the school, liaise with form tutors to identify mentors and ensure that the mentor's role is clearly defined so that new students receive support on entering the school.
- Organise careers fairs and speakers to come into school to prepare students for further education and career opportunities after leaving TLC.
- To actively research and seek out opportunities which allow TLC students to participate in wider community activities, supporting them in their participation.
- To identify opportunities to raise the profile of role models within TLC to other members of the student community.

Strategic and Operational Planning:

- Operate highly effective systems and processes for strategic and operational planning including the development of student engagement strategies, annual action plans and the production of reports and regular reviews to monitor student engagement.
- Maintain an in-depth knowledge of best practice and keep abreast of developments in the private school sector to inform planning and policy in respect to student experiences and engagement.
- Provide detailed reports which update on progress and contribution to the development of student engagement.
- Liaise with the Marketing Manager to promote student engagement activities and raise the profile of the school.

Leading and Managing Staff:

- Ensure effective delivery of the provision through the clear communication to stakeholders of student facing development plan objectives.
- Ensure alignment of individual, year group, phase and school objectives with the school's development plan.
- Create and lead groups of staff to deliver student experiences and enhancements across the school including attendance at school events supporting our students.
- Taking responsibility for the management of student led fundraising activities.
- As a member of the Senior Management Team, effectively contribute to the overall leadership and management of the school and the continued development of a positive staff and student culture.

Other Specific Duties Relating to the Role:

- To work with all areas of the school to create and develop an annual plan of student communication, campaigns and experiences designed to engage students fully with school life.



- Be responsible for the after-school enrichment programme, ensuring that the planned activities adhere to the principles of student engagement and align with and support the curriculum.
- Actively encourage student participation in enrichment activities, particularly with sports activities and the school sports teams.
- To work closely with the Marketing Manager to ensure that an annual plan of events/campaigns is coordinated and fully supported across the school.
- To work to coordinate high-impact events and processes which support the relevant student facing strategies and encourage further engagement with a wide range of student enhancement opportunities including but not limited to:
 - School council
 - School events
 - School trips including residential.
 - TLC's Got Talent
 - Participation in conferences, competitions and exhibitions
 - Community engagement activities
 - Competitions, both in house and external
- To use a range of data to develop a deep understanding of the student community at TLC Private School and, through this, identify activities which will ensure the engagement and retention of students.
- To scope, lead and deliver school wide projects which will positively impact on the student experience.
- To lead the development of inclusion of student voice in all that we do.
- To take responsibility for consistency of communication to TLC students and prospective students
- To support the development of IT systems designed to better support, engage and inform students and to track attendance, engagement and success.
- To support activities relating to the transition from Primary to Secondary phases of education.



Head of English as an Additional Language (EAL)

Introduction

The English Department incorporates English and English as an Additional Language. As Head of English as an Additional Language (EAL), the post holder will be expected to maintain strong links with fellow EAL teachers in the Primary and Secondary school, class teachers in the Primary school and the Head of English (first language) in the Secondary school. The Head of EAL reports directly to the principal.

Purpose of the Job

The Head of EAL department is responsible for the provision of EAL across the Primary and Secondary school as well as supporting and managing fellow EAL teachers.

The learning of English is essential for academic success as well as preparing students for life beyond TLC Private School. The Head of EAL oversees the provision for English support to non-native speakers, ensuring every student can effectively access the wider curriculum and fulfil their learning potential.

Specific responsibilities of the Head of EAL

- To direct the teaching of EAL across both the Primary and Secondary schools, liaising with the Head of English (Secondary), Head of Teaching and Learning and Principal.
- To liaise with class teachers in Primary and the Head of English (Secondary) to support EAL students across the curriculum and promote the highest standards of teaching and learning.
- To liaise with the Academic Registrar about EAL applications, advising on entrance assessments to be administered and to mark EAL assessment papers or delegate to other members of the EAL team.
- To advise the Academic Registrar on appropriate EAL support programmes for new entrants to the school based on assessment information.
- To liaise with the Examinations Officer in the entries, arrangements and provision of all external assessments and examinations.
- To oversee the management of the school's Anglia English support programmes, requesting half-termly feedback on students' performance.
- To keep up to date with developments in the teaching of English to non-native speakers and advise the Head of Teaching and Learning and Principal of any new developments.



- To encourage professional development, identifying appropriate CPD opportunities for members within the department, contributing to whole school INSET programmes on teaching EAL students in the mainstream classroom.
- To produce an EAL department policy which outlines the programmes, structure and support provided by the EAL department across the school.

Organisation and General Management

- To lead by example, demonstrating excellent classroom practice, ensuring regular feedback is provided to students on their progress and areas for development.
- To direct the teaching of the subject; regularly reviewing the EAL provision, ensuring it meets the needs of TLC Private School's students and taking a proactive approach, recommending improvements to the senior leadership team via termly update reports and scheduled meetings.
- Adopt a proactive approach in undertaking reviews and audits and produce departmental improvement (development) plans to address the identified priorities.
- To performance manage teachers within the EAL department and encourage them to contribute positively to the on-going development of the department and the school's aims and ethos.
- To recommend to the Head of Teaching and Learning appropriate CPD courses for members of the EAL department.
- To identify own training needs and agree solutions with the Head of Teaching and Learning.
- To lead half-termly meetings with EAL teachers across the Primary and Secondary schools to review curriculum provision with a focus on improving student outcomes.
- To attend termly meetings with the Secondary English team.
- To liaise with other colleagues; teachers, the learning support and Head of Primary, Head of English (Secondary) and Head of Teaching and Learning where appropriate.
- To be responsible for staff development for new teachers entering the EAL department, in conjunction with the Head of Teaching and Learning and Principal.
- To observe all teachers teaching EAL once a term and undertake learning walks to monitor teaching and learning.
- To undertake regular marking reviews to ensure the highest standards are maintained in line with the school's marking policy (currently under review).
- To be involved in the appointment of new staff to the EAL team.
- To promote good working relationships within the department.



1. Curriculum

- To secure high standards of teaching and learning across the EAL department, ensuring practices meet the needs of all students and raise standards of achievement across the school.
- Set appropriate, but challenging targets for the department as a whole and individual targets for those who work within it.
- To co-operate with those responsible for timetabling to ensure that the needs of all EAL programmes are met.
- To monitor subject specifications and schemes of work, recommending changes and improvements where necessary.
- To ensure that each EAL teacher has appropriate specifications and schemes of work and that the Principal and Head of Teaching and Learning have access to this information.
- To oversee the policy of assessment across the EAL department and its proper use in accordance with the overall school assessment policy.
- To ensure that all aspects of assessment within the EAL department, have a direct impact on improving the quality of teaching and learning, e.g.
- Ensuring adequate formative and summative assessment is being undertaken throughout the year, the standardisation of internal assessments, their moderation, setting, marking and necessary follow up.
- Ensuring that effective tracking of students' progress is in place throughout the EAL department; through accurate identification and that any underperformance is reported with intervention strategies put in place and closely monitored.
- Providing the Head of Teaching and Learning and Principal with half-termly updates on pupil progress and areas of concern.
- To ensure that report writing across the EAL department aligns with the school reporting policy and is of the highest standard, checking the reports of EAL teachers within the team before submission.

2. Resources

- To order necessary books, materials and equipment needed by the EAL department, liaising with colleagues across the Primary and Secondary schools.
- Maintain an inventory of EAL resources.
- Ensure that stock taking is undertaken (textbooks and all other departmental material resources) and that resources are well cared for.

3. General

- To support the aims and ethos of the school.



- To uphold the school's standards of behaviour and discipline and to encourage and support members of the EAL department to do so.
- To undertake duties and responsibilities in common with all teaching staff, as requested.
- To be involved in extra-curricular activities in common with all full-time teaching staff, as requested.
- To attend school functions regularly and set a good example for departmental members in this regard.
- To attend parents/staff/departmental meetings as required.
- To present an attractive, stimulating, tidy and safe learning environment in classrooms and displays in public areas.
- To keep abreast of and apply procedures regarding the safeguarding of children.



Subject Coordinator

Role Title: Subject Co-Ordinator
Responsible to: Head of Secondary School
Accountable to: Principal

Role:

To be responsible for the day-to-day co-ordination, planning and resourcing of your subject area across secondary school. To liaise with your counterpart/s in different areas of school to ensure effective joint working and smooth transition across year groups. To work closely with the Head of School in delivering a planned curriculum set against national targets in the United Kingdom.

Key Result Areas:

1. Provide guidance and advice to teachers to ensure lesson planning, learning objectives and lesson delivery is set against the National Curriculum and is delivered in a way that delivers and maintains student enjoyment and motivation in the subject. Working with the Head of Secondary School to ensure continuity and growth in line with the School Development Plan.
2. Work with, guide and advise subject teachers across secondary school to ensure that methods of teaching are directly related to the learning style of the students and lessons are challenging and interesting.
3. Review texts across secondary school and make sure each year group has enough required texts.
4. Monitor population of the VLE across school and address any issues arising from this.
5. Close liaison and monitoring of ESL integration across school.
6. Ensure that each student who has a learning difference whether it be gifted and talented or additional need, has work that is appropriately differentiated to their unique strengths and needs.
7. Ensure that all strategies outlined in IEP's are appropriately implemented across the subject.
8. Monitor and maintain subject display boards, ensuring that they are changed at least once a term.
9. Monitor the implementation of homework to ensure it is preparatory and given out according to the timetable.

Professional Responsibilities:

- Set high expectations which inspire, motivate and challenge students.
 - a. Establish a safe and stimulating environment for students, rooted in mutual respect.



- b. Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- c. Demonstrate consistently, the positive attitudes, values and behaviour which are expected of students.
- Promote good progress and outcomes by Students.
 - a. Be accountable for students' outcomes, attainment and progress.
 - b. Be aware of students' capabilities and their prior knowledge and plan teaching to build on these.
 - c. Guide students to reflect on the progress they make and their emerging needs.
 - d. Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
 - e. Encourage students to take a responsible and conscientious attitude to their own work and study.
- Demonstrate good subject and curriculum knowledge
 - a. Have a secure knowledge of the curriculum areas, foster and maintain students' interest in the subject and address misunderstandings.
 - b. Demonstrate a critical understanding of developments in the subject and promote the value of scholarship.
- Plan and teach well-structured lessons
 - a. Impart knowledge and develop understanding through effective use of lesson time.
 - b. Set homework and plan other out-of-class activities to ensure preparation for the next lesson.
 - c. Reflect systematically on the effectiveness of lessons and approaches to teaching.
 - d. Contribute to the design and provision of an engaging curriculum within the relevant subject area.
- Adapt teaching to respond to the strengths and needs of all students
 - a. Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
 - b. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
 - c. Have a clear understanding of the needs of all students.
- Make accurate and productive use of assessment



- a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - b. make use of formative and summative assessment to secure students' progress.
 - c. use relevant data to monitor progress, set targets, and plan subsequent lessons.
 - d. give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
- Manage behaviour effectively to ensure a good and safe learning environment
 - a. 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 and discipline policy.
 - b. have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - c. manage classes effectively, using approaches which are appropriate to students' needs to involve and motivate them.
 - d. maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Fulfil wider professional responsibilities
 - a. make a positive contribution to the wider life and ethos of the school.
 - b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - c. deploy support staff effectively.
 - d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - e. communicate effectively with parents about students' achievements and well-being.

Personal and professional conduct

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- a. treating students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position.
- b. having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- c. showing tolerance of and respect for the rights of others.



- d. not undermining fundamental values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- e. ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- f. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- g. Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

This role description may be subject to amendment to take account of changing circumstances, but such amendments will only be made following consultation between the post-holder and the Senior Management Team.

The post-holder will be expected to be flexible and adaptable.

The key result areas should not be considered as an exhaustive list of tasks to be undertaken and the school reserves the right to expect the post-holder to undertake any other duties or responsibilities that the post-holder has the skills to undertake.

Form Tutor

Introduction

Your role as a Form Tutor is an important one. You are often the first member of staff our students meet when they arrive for induction in Year Seven; you are the first to greet the students in the morning once they assemble in the form room and get their day off to a good start. You are also the first point of contact for parents.

Responsibilities

Your primary responsibility as Form Tutor is to build positive relationships, oversee their academic progress and to model behaviour that promotes respect, responsibility and resilience. As this is a front-line pastoral role, routines may vary. Within this role, the following tasks are expected:

- Promote a positive start to the day and provide a calm and focused atmosphere so students can prepare for the day ahead.
- Taking the register to monitor attendance and that all absences are accounted for.
- Record lateness and keep a close eye on any patterns that could indicate a cause for concern.
- Ensure all late comers sign in at reception before proceeding to their lessons.



- Managing punctuality to form time and assemblies.
- Monitoring whether students are keeping their homework diaries/student planners up-to-date and that parents are signing them regularly.
- Discussing thoughts for the week to encourage thinking and to promote school ethos.
- Distribute all necessary communication that needs to be taken home and ensure copies are kept for absent students for sending home at a later date.
- Managing uniform to maintain a consistent school identity.
- Managing equipment to ensure students are organised in order to access learning.
- Issuing uniform violation notices to support the consistency of uniform.
- Contacting parents to follow up pastoral issues and maintain home-school communication via the homework diaries/student planners.
- Ensure form rooms are cared for and report any general maintenance issues to the school caretaker.
- Ensure new students who join the school after the start of the school year are aware of the school policies and procedures.
- Attending Parent/Teacher consultations to communicate with parents about their child's academic, pastoral and personal development.
- Supporting all school events to celebrate success and promote student participation.
- Ensuring reports are completed to the communicated deadline and write form tutor comments following the report writing guidelines.

Note:

- Where there is more than one form tutor, both tutors will need to perform these tasks.
- Registers are important legal documents and MUST be taken as a minimum at the start of a school day by the class teacher (primary) and the form tutor (secondary). If you are unable to access SIMS to take the register, then a manual register must be taken and given to reception after completion, so that any student absences can be followed up and we have a record in case there is a need to evacuate school premises in the event of an emergency. Failure to take a daily register for the children in your care may lead to disciplinary action.



Inclusion Coordinator

Role Title: Inclusion Coordinator

Responsible to: Principal

Role:

To provide specialist support to students with additional needs both within mainstream school and dedicated environments. To contribute to the development, implementation and monitoring of Individual Education Plans and to act as a source of advice and direction for teachers who need to deliver differentiated work in the classroom.

Key Result Areas:

- Oversee the day to day running of the TLC+ service.
- Assess students to identify current needs and strengths.
- Design and plan lessons for 1:1 or small group lessons that are unique to the needs of the individuals.
- Support class teachers in differentiating work for mainstream lessons.
- Develop, contribute to and implement IEPs for students in consultation with teachers and parents.
- Track and record students' progress against individual targets.
- Attend reviews and meetings with other professionals and parents.
- Identify and plan for transition into mainstream on a case-by-case basis.
- Supervise and provide support to key workers of other students.
- Contribute to maintaining student control and discipline in the classroom, school premises or during school activities.

Professional Responsibilities:

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

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Demonstrate consistently, the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by Students

- Be accountable for students' outcomes, attainment and progress through individual education plans and regular review and evaluation.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.



3. Plan and teach well-structured lessons that are designed to meet the learning needs of individual students.

- Impart knowledge and develop understanding through effective use of lesson time.
- Set homework and plan other out-of-class activities.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.

4. Adapt teaching to respond to the strengths and needs of all students

- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.

5. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Communicate effectively with parents regarding students' achievements and well-being.

Personal and professional conduct

The post holder is expected to demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour, within and outside school, by:

1. treating students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to their professional position.
2. having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
3. showing tolerance of and respect for the rights of others.
4. not undermining fundamental values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
5. ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
6. have proper and professional regard for the ethos, policies and practices of the school in which they work and maintain high standards in their own attendance and punctuality.
7. demonstrating a commitment to working within an integrated model of education for students with additional needs. students with special educational needs
8. displaying excellent communication and interpersonal skills
9. demonstrating initiative and problem-solving skills
10. an observant and responsive approach



This role description may be subject to amendment to take account of changing circumstances, but such amendments will only be made following consultation between the post-holder and the Senior Management Team.

The post-holder will be expected to be flexible and adaptable.

The key result areas should not be considered as an exhaustive list of tasks to be undertaken and the school reserves the right to expect the post-holder to undertake any other duties or responsibilities that the post-holder has the skills to undertake.

UK National Curriculum link: [UK National Curriculum](#)