

Language Tree

Staff Handbook

Incorporating our Teacher Handbook



Language Tree
The Penryn Campus | Cornwall



Staff Handbook

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Welcome to Language Tree!

Our Ethos

Language, Culture & Adventure

Language – to provide engaging and communicative language courses where students can really feel their language skills growing.

Culture – to embed the culture and history of the languages we are teaching into our courses.

Adventure – not all learning happens in the classroom. Our social activities and excursions are a key part of how we develop language skills and provide opportunities for real intercultural exchange.



We believe in active and enriching language learning that extends way beyond the boundaries of a classroom setting.

As a member of staff at Language Tree, whatever your job title, you will play a central role in welcoming students to the school and leading them through their language learning experience in a professional and enthusiastic manner.

We welcome students of all ages and nationalities to come and study with us. As well as providing them with a special learning experience at Language Tree, it is the responsibility of all staff to ensure the welfare of our students at all times while studying with us and beyond.

This handbook is the key document to guide you through what we expect from our staff. It provides a thorough set of documents and policies to for you to be fully aware of. Our management team is always available to guide and support you, so please do not hesitate to ask any questions if you are ever in doubt.

We look forward to working with you!





Overview of our Summer School programme

Language Tree provides an exciting international Summer School programme between June and August each year on the Penryn Campus.

We may also offer closed group courses at other locations throughout the year. These courses will follow a similar structure to our Summer School programme.

We accept the following students on courses with us:

- Adults (aged 18+) on our **Language Experience** programmes
- Individual students and school groups (aged 13-17) studying on our **Junior Summer School** courses.
- Family groups (aged 9+) studying on our **Family Summer School** courses. All family groups must include at least one parent / guardian / relative and one child. Children aged 9-12 will normally study in a Young Learner class.
- All school / private groups must be accompanied by group leaders – who act *in loco parentis* - to the ratio of at least 1 group leader to every 10 students.

In exceptional circumstances, we may accept students outside these age ranges. In these circumstances, additional risk assessments will be provided and explicit arrangements will be discussed and agreed with the parents / guardians / group leaders.

Language Tree Class Structure

Day	Lesson 1 <i>9am – 10.30am</i>	Comfort break	Lesson 2 <i>10.30am – 12pm</i>
Monday - Friday	Coursebook led lesson – focusing on typical language & grammar goals for the level.		Language, history & culture linked to Cornwall, England & the UK – providing students with interesting topics connected to local/national history & culture.

On all our courses, we promote a communicative approach giving students maximum opportunities to participate in the lesson in order to practice and develop their English language skills.

Our main course book is the National Geographic Outcomes series. This course book provides a visually engaging source of material to stimulate discussion. The course book covers interesting, up to date topics that we find really engage learners while also providing structured activities to develop their language skills.

Students will study in level-based classes as indicated below with links to the Common European Framework (CEFR). When we have larger numbers of students, we will also introduce separate Pre-Intermediate (A2) & Upper-Intermediate (B2) classes.

We do not generally offer a C2 level programme as we do not get many students looking for tuition at such a high level. The majority of the students who study with us are around a B1-C1 level. However, in the event that we need a higher level class, we will create a separate B2 level class and teach C1 & C2 level students together.

Level	CEFR equivalence
Beginners	A1 – A2
Intermediate	B1 – B2
Advanced	B2 – C1+

Summer School – course structure

Our summer programme runs for 8-9 weeks during each summer season, starting at the end of June and we always finish the summer school just before the August bank holiday.

Our summer programmes are designed for individuals, groups and families and provide a fully immersive language holiday full of language, culture & adventure! Students will normally study from 1-3 weeks, though we do also accept students for a longer course too. Longer stay students are aware that some elements of the programme may repeat after 3 weeks.



Sample timetable: Summer School (or closed group programme)

Day	Morning <i>9am – 12pm</i> <i>(the class is divided as indicated on p2)</i>	Lunch <i>12pm – 1pm</i>	Afternoon & Evening <i>1.15pm – 6.30pm - afternoons</i> <i>7.30pm – 10pm - evenings</i>
Monday	English class		Eden Project
Tuesday	English class		Coast walk & Beach BBQ
Wednesday	English class		St Ives & Tate St Ives
Thursday	English class		Camel Trail cycling & Padstow
Friday	English class		Minack Theatre & beach
Saturday	Falmouth River Cruise, explore the town & watersports at Gylly Beach		
Sunday	Arrivals / returns / rest		

Since September 2023, Language Tree has been a seasonal language school and our international Summer School is our key offering each year.

Our aim is to provide action-packed, high-quality language experience programmes where students get to enjoy the perfect blend of language learning alongside a cultural holiday.

We are a family-run business and we have lived in Cornwall all our lives (in between our own EFL adventures around the world).

We feel it is our privilege to welcome students to Cornwall and to introduce them to this wonderful county in the same way we were welcomed to all the places we lived while teaching English overseas.

We believe the unique atmosphere of a summer school to bring international groups of people together is an incredible opportunity for intercultural communication.

It is vital that our staff can strike that balance between a useful, engaging and informative language course, while also making it part of a fun holiday experience.

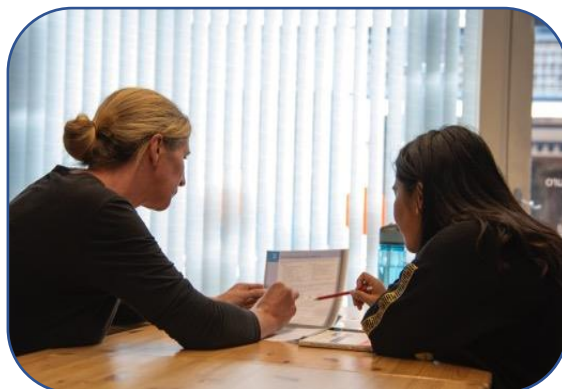
Staff Roles & Duties

Overview

As you can see on our Organogram, our main staff roles are:

- EFL Teachers
- Activity Leaders
- Residential staff

Some staff may take on only one role. However, the majority of our staff take on the joint role of Teacher & Activity Leader.



In our management team, we have:

- Principal / Director of Studies
- Assistant Manager
- Designated Safeguarding Lead

Key roles and responsibilities that apply to all staff

Overall, we expect all our staff to follow the 4 P's:

- **Punctual** – classes and activities should start and finish on time and staff should be ready to greet and welcome students at the start of a class or activity.
- **Prepared** – staff should be fully prepared for classes and activities with all resources ready so things start in a professional way.
- **Presentable** – we do not have an exact dress code, but staff are expected to dress in a smart or smart-casual style. Appropriate sports clothing should be worn for sporting activities and also on active excursions. Language Tree t-shirts should be worn as much as possible when on excursions with 15+ students.
- **Positive** – we expect staff to provide a positive, happy and enthusiastic environment for both classes and activities.

Welfare & safeguarding

We are committed to safeguarding and promoting the welfare of all our students.

All members of staff at Language Tree have a responsibility to be aware of potential safeguarding issues for all our students irrespective of their age. In line with our Safeguarding Policy, you are expected to respond to potential safeguarding issues in a sensitive and professional manner.

Our Designated Safeguarding Lead (DSL) is always available to support you with any questions you may have regarding welfare and Safeguarding. It is also a central part of our induction – provided by the DSL - when welcoming new staff. Prior to induction, we also ask all staff to complete the British Council Level 1 Safeguarding course that is available online.



The role of the Teacher (T) and/or Activity Leader (AL)

Our teachers and activity leaders are usually the main point of contact that our students will have at the school. As a result, you play a key role in the success of our programmes.

We hope that our students will look back on their time with us as one of their best ever language holiday experiences.

We hope this will be achieved through a mix of your professional skills and personality combined with the structure, training and support given at Language Tree.

In addition to the roles and responsibilities that apply to all staff, the following are examples of key aspects of the role of Teacher and Activity Leader:

- To develop the English language skills of your students (T)
- To develop the confidence of your students to use their English language skills (T & AL)
- To provide a safe and positive learning environment (T & AL)
- To provide opportunities for all students to participate in your classes equally (T)
- To provide inspiring and engaging language lessons based around the curriculum set out by Language Tree and the Director of Studies (T)
- To work positively with your colleagues at Language Tree (T & AL)

The duties of the Teacher

These are closely aligned with the role of the teacher but are focused more on the tasks associated with performing your role as a teacher:

- To be ready to start your lessons on time in a professional and positive manner.
- Have all lesson materials ready at the start of the lesson to avoid photocopying during class time.
- To have a lesson plan and copies of accompanying resources (beyond the course book) for all classes. All lesson plans and resources are to be added to the register folder.
- To make full use of the resources available at Language Tree and to engage in reviewing and recommending new resources as required.
- To complete a register during the lesson in order to keep an accurate record of all students attending the class.
- Be prepared to give homework if students request it. Although 'homework' is not required on our summer courses, we encourage you to link your classes to the afternoon excursions and homework tasks can be something creative to do in the afternoon that can be discussed the next day in class.
- To engage in ongoing informal assessment of students throughout their courses and be prepared to comment on their progress at the end of their course.
- To be prepared to be observed at any time. This will normally be done as part of our planned observation programme, but our Director of Studies could observe at any time.
- To engage positively in observation and feedback to develop teaching skills.
- In the event of illness, please aim to give at least 24 hours' notice if possible. In all cases, please provide an email as early as possible with an outline lesson plan and any additional useful information about the class.



The duties of the Activity Leader

These are closely aligned with the role of the activity leader but are focused more on the tasks associated with performing your role as an activity leader:

- Help to ensure that activities and excursions start on time and in a professional and positive manner.
- Have all materials ready at the start of the activity or excursion to ensure the smooth running of the activity.
- To have read the risk assessment for the excursion or activity and to use the 'reality check' to actively consider the risks based on the students and weather conditions on the day of the excursion / activity.
- To have a clear awareness of the group of students you are responsible for and to engage with those students in a positive way to engage them in the excursion or activity.
- To communicate effectively and professionally with group leaders to support their group and their enjoyment of the excursion or activity.
- To keep regular checks that all your students are with the group, behaving appropriately and understand meeting points.
- To notice students who may need extra support to participate effectively in an activity.
- To use the staff phone appropriately to maintain good communication between students, management and host families. Where appropriate, staff phones should also be used to capture photos of excursions and activities.
- Never use your personal phone to take photos of students under 18 and actively check with adults if you want to take a personal photo.
- To develop your awareness of excursions so you can take on excursion leader roles.
- When working as the excursion leader, to take on the extra responsibility to lead the group
- To liaise effectively with the venues that we visit for our excursions and activities.
- To have an awareness of busy tourist venues and how to manage the excursion to ensure students have the best possible experience.
- To ensure excursions and activities run to the planned timings. In particular, where there have been delays, to adapt the activity to keep to planned finishing times.
- In the event of illness, please aim to give at least 24 hours' notice if possible. In all cases, please provide an email as early as possible with an outline lesson plan and any additional useful information about the class.

The role and duties of the Principal / Director of Studies

At Language Tree this summer, Joel is both the Principal and Director of Studies.

The Principal

The Principal leads the school in terms of its course design and the guiding ethos.

Throughout the year, the Principal receives all course enquiries and books students onto our courses. In order to promote the school, the Principal attends trade fairs and conferences to promote the school to attract students onto our programmes.

The Principal is also responsible for managing the professional relationship with Penryn Campus and other key partners that Language Tree works with.

In all disciplinary matters, the Principal will usually be involved and make the final decision on further actions.



The role of the Director of Studies

The Director of Studies (DoS) is the lead for the delivery of the English courses at Language Tree.

The DoS will be available to guide, support and encourage all members of the teaching team.

As a leading representative of the school, the DoS should be available to answer queries from students and other relevant parties who have questions about the design and delivery of the courses

The duties of the Director of Studies

- To decide which course books and supporting material Language Tree will use in the delivery of its courses.
- To ensure the course content reflects the school's ethos to bring local culture and history into the classroom to support the excursion & activity programme.
- To liaise with teachers and the school management to take the lead on reviewing and updating learning resources to ensure engaging materials are available and used across our courses.
- To oversee the initial assessment of students and the appropriate allocation to classes.
- To assign teachers to the most appropriate classes based on their teaching skills and class preferences.
- To support teachers to plan and deliver classes in line with the ethos and expectations of Language Tree.
- To observe teachers in a methodical and supportive manner that can provide constructive feedback and contribute to a cycle of continuous professional development.
- To support newly qualified and trainee teachers to gain confidence and skills in the EFL classroom.
- The DoS is expected to support social activities and excursions when required.
- The DoS may initiate a disciplinary process if deemed necessary due to a breach of our code of conduct.

The role of the Assistant Manager

Throughout the year, the Assistant Manager supports the Principal in the effective running of the school.

During the summer the duties of the Assistant Manager become more focused on the operational management of the Summer School.

The Assistant Manager can deputise for the Principal when required.

The duties of the Assistant Manager

- To recruitment, onboarding and allocation of host families. (all year)
- The development of Fidelo to support all aspects of running the school (all year)
- The maintenance of risk assessments and associated paperwork for excursions (all year)
- The training of staff on how to run excursions safely and professionally (summer)
- To be a supportive member of the management team, being available to junior colleagues who may ask for additional support (summer)
- The Assistant Manager may initiate a disciplinary process if deemed necessary due to a breach of our code of conduct.



Language Tree

Code of Professional Conduct

This Code outlines the values and standards that are expected of all staff at Language Tree including the management team.

In the event of any disciplinary issues, this code will be used as a reference point to consider if a member of staff is fit to work at Language Tree.

Professional Values and Relationships

1. Staff should be caring, fair and committed to the best interests of our students, and seek to motivate, inspire and celebrate effort and success.
2. Staff should be committed to equality and inclusion and to respecting and accommodating diversity in terms of gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and any further grounds that could be considered to prejudice equality.
3. Staff should seek to develop positive relationships with students, colleagues and school management that are characterised by professional integrity and judgement.
4. Staff are expected to work to establish and maintain a culture of mutual trust and respect with all students and colleagues.
5. Staff should ensure that any communication with students, colleagues, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites.

Staff should never communicate electronically with students other than through the school email system (which is only available to the management team) or through the designated WhatsApp groups on a staff phone.

Professional Integrity and Conduct

6. Staff should act with honesty and integrity in all aspects of their work and represent themselves, their professional status, qualifications and experience honestly.
7. Staff should respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual.
8. Staff should ensure that they do not access, download or otherwise have in their possession inappropriate materials/images in electronic or any other format.
9. Staff should ensure that they do not teach, work or visit Language Tree premises while under the influence of any substance which impairs their fitness to work.



10. Staff should ensure they behave in a culturally sensitive manner towards each other and the students under our care. This involves awareness of boundaries around touching, space sharing and language.
11. Staff should not have any interaction with students aged under 18 on social media or messaging platforms under any circumstances. Breaches of this will be considered gross misconduct.
12. Under no circumstances, should a member of staff allow a relationship to develop with a student. No intimate relationships with students are permitted even if the student is aged 18+.
13. Should a member of staff enter into a relationship with a colleague, it is essential that both parties respect the professionalism of the workplace. It is appropriate to inform senior management of your relationship. The relationship should be kept discreet while on school premises and should not lead to a conflict of interests.
14. More experienced staff should behave with a culture of respect and mentorship towards less experienced staff, including activity leaders and work experience trainees (with extra awareness that these staff may be under 18 at the time of their employment.)
15. Whilst working and communicating about work, staff should maintain professional conduct with one another across social media and messaging platforms.
16. In order to effectively fulfil all the requirements above, it is essential to have a thorough understanding of the following key policies (in addition to the information in this handbook):
 - a. Safeguarding Policy
 - b. Health & Safety Policy
 - c. Equality & Diversity Policy

Professional Collaboration

17. Staff should work with their colleagues in the interests of planning, sharing, developing and supporting good practice and maintaining the highest quality experiences for our students.
18. Staff should work in a collaborative manner with the school management and other members of staff to effectively meet the needs of our students.





Lesson Planning & Delivery

All our courses include a course book as the central structure to the course.

Each teacher is given a copy of the course book and supporting materials that we are using for that group.

During our Summer School programmes, students typically study with us for 1 – 3 weeks with new students arriving and departing each week.

We recommend teachers aim for one unit per week from the course book. This provides a cohesive week of study that can be clearly introduced to students and worked on during the week.

Teachers are welcome to choose a unit from the course book that they feel is best suited to the profile of their class.

In the staff room, Language Tree provides an extensive range of additional materials to support both Lesson 1 and Lesson 2, as described on page 2 of this handbook.

When planning and delivering your classes, the following is a list of general standards we hope to see:

- ✓ Creative teaching, with original materials or creative adaptation of set course materials.
- ✓ Effective exploitation of teaching materials to facilitate learning.
- ✓ Teaching approaches which are topical and use authentic media to introduce students to British (and Cornish) culture, events and history.
- ✓ Provide opportunities for learners to express their ideas and feelings openly and with confidence.
- ✓ Effective use of technology in the classroom.
- ✓ Well-organised practices for identifying learners' needs and wishes, and their involvement in review of what has been done and in planning.
- ✓ Inclusion of activities which encourage inter-cultural awareness among learners.

Teachers should plan and produce a lesson plan for every lesson they teach at Language Tree. It is understood that not all lesson plans will have the level of detail expected for an observed class. Nevertheless, a clear and coherent plan should be made for all classes and added to the register file after each class.



We have not chosen our course books to restrict you in your teaching, but rather to provide a framework of structures, lexis, phonological components, topics and communicative activities with which you can plan your lessons over the course of a week.

If you feel that something will simply not work with your group, you can leave it out. If you feel that your group needs extra practice in something, or if your group requests extra practice in something, you can add it in.

However, please remember that authors, editors and publishers have spent a great deal of time to design a course book to give a balanced input of language skills and content appropriate to that level. Ideally, you will cover as much of the course book as is practical and useful to your group of learners.

Each unit of the course book is tied in to a specific learning outcome (LO). These are there to help the learners see what it is they should be able to do by the end of the unit, with all this content covered.

It is important to plan your lessons with clear reference to the learning outcomes.

Through the delivery of your class, you will help your students to work towards these learning outcomes.

Make sure the planned learning outcomes are clearly stated at the start of the class and then reviewed at the end of the class to see how students feel they have been achieved.

Authentic Material & other teaching materials beyond the course book

Students thoroughly enjoy working with authentic material that has not been graded for language learning. The sense of achievement when they do so is very rewarding. For this reason, we encourage the use of authentic listening materials (such as news clips / video clips / podcasts) and authentic reading materials (such as newspaper or magazine articles).

Authentic materials are particularly well suited to Lesson 2.

Alongside this, we also recommend language games in Lesson 2.

In our staff room and in the Staff Hub, there is an extensive range of materials that can be used in the classroom. We have collected leaflets and additional materials about all the places we visit on excursions. Check the Staff Hub webpage for digital resources linked to our excursions too: <https://www.languagetree.co.uk/staff-hub.html>

Our staff room also includes an extensive library of teacher reference books and photocopiable resources.

These resources can provide an engaging way to reinforce a language point or to stimulate interesting discussions.

We aim to provide a creative and supportive atmosphere in the staff room to share ideas and the Director of Studies is always happy to support teachers to use these resources.



Level Changes for Students

If you feel a student needs to change level, or if a student approaches you with a request to change class or level, please let them know this will be discussed with the Director of Studies.

Only the Director of Studies can authorise students to change class.

When students ask to change class the reasons will be considered and the Director of Studies will discuss with the student, if necessary. It is important that teachers can provide clear information to the Director of Studies on their thoughts regarding the level of the student and any issues in class.

Student Absence Policy (for teachers & activity leaders)

In all our classrooms, the Attendance Policy is clearly displayed on the wall and all staff are expected to have a good understanding of this policy which is part of our Student Absence Policy:

- As part of our welcome of new students, we highlight the expectation of full attendance in the programme.
- While there is no mandatory requirement to maintain a certain level of attendance, it is our intention to encourage full attendance and to monitor and track students who miss classes or activities for any reason.
- We understand adult students may choose not to attend a part of their programme, If students plan to miss a class or activity they should follow the Attendance Policy displayed in the classrooms.
- Students aged under 18 are expected to join all parts of our programme. However, where appropriate, the programme can be adapted if there is a certain activity they do not wish to participate in.
- In all cases of absence, our primary concern is with the student and we are keen to know why they have missed the class and if there is anything we can do to help or support the student.

- Within the first 10 minutes of class each day, the Director of Studies (or a nominated deputy) will check with each teacher for any absences.
- Before departing for afternoon excursions or starting evening activities, the excursion leader will confirm all expected students are present.
- In the event of any unexplained absences, the Director of Studies will then follow up immediately.
- In the event of an unexplained absence for a student aged under 18, it will be treated as an emergency until the student has been located and the absence explained.
- If the Director of Studies cannot make swift contact with a student aged under 18, they will contact the DSL to agree next steps.
- For adult students, the Director of Studies will allow up to 12 hours for an absence to be explained. After 12 hours, if the student cannot be located, the same emergency procedure will apply. Based on the circumstances of the absence, the Director of Studies – in liaison with the DSL – may choose to escalate the situation before 12 hours have elapsed.
- For all absences for students aged under 18, appropriate contact will be maintained with parents / emergency contacts.

Teaching Observations

Language Tree is committed to ensuring that classroom observation is developmental and supportive.

In order to achieve this, all observations will:

- Be carried out with professionalism, integrity and courtesy and in a spirit of positivity to focus on developing teaching skills and confidence
- Evaluate objectively using a set of observation criteria, which are available to everyone at any time
- Respect the confidentiality of the information gained



Observation Policy & Procedure

1. The central purpose of observations is to ensure high-quality classroom teaching.
2. Observations are also a vital part of the Continuing Professional Development (CPD) of the teacher and observation feedback forms a key part of our appraisal structure.
3. All teachers should be observed at least once during each academic year.
4. Classroom observations will typically be for 20-30 minutes.
5. Where possible, teachers will be informed about an upcoming observation 1-2 days in advance.
6. Prior to an observation, teachers are encouraged to ask the observer to give feedback on a specific aspect of their teaching.
7. After an observation, a mutually agreeable time will be agreed to offer oral feedback on the observation. Ideally, oral feedback will be given as soon as possible after the lesson, ideally on the same day and this should not take more than 15 minutes. Written feedback will also be provided to the teacher and a copy kept in the teacher file.
8. The teacher must produce two copies of the following paperwork ready at the start of the lesson. One copy for themselves and one copy to hand to the observer when they come into the lesson:
 - a. A copy of a lesson plan
 - b. A copy of any materials being used during the lesson
 - c. The attendance register and any additional information about the class profile
 - d. Any other information that the teacher feels will help orientate the observer in the lesson and familiarise her/him with the group (i.e. information on individual learner's progress, materials from previous lessons, etc).

9. During the observation, the observer:
 - a. Must enter the classroom with minimal disruption to the lesson.
 - b. Should ensure that her/his phone is on silent, or switched off.
 - c. Should not send or receive text messages / emails during the observation.
 - d. If leaving before the end of the lesson, ensure this is done quietly with minimal disruption.

10. During the observation, the observer will take notes of the lesson as it unfolds completing the Lesson Observation Sheet in this handbook. The observer will note areas of good practice and areas that need to be reviewed. S/he will keep in mind that the focus is on learning as well as teaching, and will note learners' reactions and responses to the teacher's input.

11. On the Lesson Observation Sheet, the observer will grade each assessment criterion as Unsatisfactory / Satisfactory / Good / Excellent, and make additional comments in each section.

12. After the observation, the observer will meet with the teacher to give oral feedback.

13. Following the observation, the teacher will also complete the Self-Evaluation Sheet for the lesson.

14. Written feedback will be provided within five working days of the observation taking place. The written feedback will be signed and dated by both the observer and the observed teacher. A copy will be given to the teacher and another will be kept on file in line with our Privacy Policy.

Continuing Professional Development

We hope all staff who work for Language Tree are interested in their Continuing Professional Development (CPD).

Teaching and the field of EFL is a creative profession and there are always new ideas to consider and interesting teaching approaches to learn about. Teaching conferences can be a fantastic way to broaden your teaching knowledge and be inspired to use new ideas in the classroom.

For those keen on gaining more senior positions, there may well be a requirement to take additional qualifications in order to qualify for a more senior job.

For those who have their own creative ideas to share, teachers may be interested in publishing articles or speaking at EFL conferences.

These are all things we are keen to support and encourage our staff to consider.



We provide an annual appraisal for all our staff to discuss your CPD aims for the year ahead and we will support you wherever possible. For seasonal staff, we will conduct this appraisal as an exit interview and we hope you may be interested in joining us in future years.



Performance Management

Our ethos at Language Tree is to work as team in a positive spirit of collective responsibility and support. In this way, we all support each other from the Directors of the school, to the more experienced teachers, newly qualified teachers and all the non-teaching staff too.

However, we also acknowledge there will be times when the standards we hope for are not met. In the first instance, we would always seek to deal with this through ongoing support and encouragement. If this is not successful in resolving an issue, we will use the following procedure to deal with issues surrounding poor performance in the workplace.

Quality of teaching	
<i>Method of evaluating performance</i>	<p><u>Observation of teaching</u></p> <p>The main way that we assess the quality of teaching will be through our classroom observations.</p> <p><u>Student feedback</u></p> <p>Students will also complete their feedback on their courses and this is a very useful tool for assessing the quality of the teaching.</p> <p>We may well also receive informal verbal or written feedback on the performance of teachers which we will also listen to and act on whenever required.</p>
<i>Non-compliance</i>	<p>In the event that there is a perceived problem with the quality of classroom teaching:</p> <ol style="list-style-type: none">1. The Director of Studies will speak to the teacher to discuss the situation to find out if there are any reasons for the poor performance2. If necessary, an action plan will be agreed to support the teacher to improve their teaching. This could be through peer support, lesson planning assistance and a series of supportive observations3. The action Plan it should follow the SMART goals4. If the outcomes of the action plan are not achieved, then the school's Disciplinary Procedure will come into effect.

Administrative tasks	
<p><i>Method of evaluating performance</i></p>	<p>Depending on your role at the school, you will be required to complete different administrative tasks.</p> <p>These include (but are not limited to):</p> <ul style="list-style-type: none"> ➤ Accurate completion of registers ➤ Preparation of resources for excursions and activities ➤ Effective lesson planning with submission of plans and accompanying materials in the register folders ➤ Ensuring lesson materials are ready and prepared by the start of the class with a professional appearance – and in line with all copyright restrictions ➤ Ensuring the school is clean and presentable – classrooms should be tidy with classroom resources professionally organised. Recycling is encouraged and bins are provided. Tables and chairs should be kept tidy throughout class. ➤ Effective use of risk assessments and other excursion paperwork in order to run safe and professional excursions and activities <p>All staff at the school benefit from the administrative tasks being done well. It also creates the positive learning environment we are looking to provide for our students.</p>
<p><i>Non-compliance</i></p>	<p>In the event that there is a perceived problem with the completion of administrative tasks:</p> <ol style="list-style-type: none"> 1. One of the management team will speak to the member of staff to discuss the situation to find out if there are any reasons for the problem. 2. If necessary, an action plan will be agreed to support the teacher complete their administrative duties. This could be through additional training and support or through a modification of their duties. 3. The action Plan it should follow the SMART goals 4. If the outcomes of the action plan are not achieved, then the school's Disciplinary Procedure will come into effect.



Punctuality, sickness & professionalism	
<i>Method of evaluating performance</i>	<p><u>Punctuality</u></p> <p>It is vital that all members of staff arrive in good time for the start of their class or activity.</p> <p>We request that all members of staff arrive 15 minutes before the start of a class or activity. If you cannot do this, please speak to a member of the management team.</p> <p><u>Sickness</u></p> <p>Please see our Sickness Policy for full details of how we manage sickness at Language Tree</p> <p><u>Professionalism</u></p> <p>The key to everything we do at Language Tree is professionalism.</p> <p>Students have given up their time and often paid a considerable amount of money to study with us. They deserve a friendly and professional service at all times from all members of staff. Rudeness and poor behaviour from staff will not be tolerated.</p>
<i>Non-compliance</i>	<p>In the event that there is a perceived problem with punctuality, sickness or professionalism:</p> <ol style="list-style-type: none">1. One of the management team will speak to the member of staff to discuss the situation to find out if there are any reasons for the problem.2. If necessary, an action plan will be agreed to support the teacher to improve their teaching. This could be through peer support or by discussing changes to their routine to improve punctuality.3. The Action Plan should follow the SMART goals4. If the outcomes of the action plan are not achieved, then the school's Disciplinary Procedure will come into effect.



Disciplinary Procedure

Our ethos at Language Tree is to work as team in a positive spirit of collective responsibility and support. In this way, we all support each other from the Directors of the school, to the more experienced teachers, newly qualified teachers and all the non-teaching staff too.

However, we also acknowledge there will be times when the standards we hope for are not met. In the first instance, as described above in the Performance Management section, we would always seek to deal with this through ongoing support and encouragement. In order to make this clear to all parties, we will agree an Action Plan with SMART goals.

If this is not successful in resolving an issue, we will use the following procedure to deal with issues surrounding poor performance in the workplace. Our overriding principles at all times are:

1. Language Tree is committed to treating all staff fairly and equitably and to helping employees perform.
2. However, there will be times when it may be necessary to invoke disciplinary procedures, which are designed to protect the interest of both the organisation and its employees.
3. All employees' rights will be upheld at all times.
4. Minor breaches of conduct may simply result in informal advice being given by Management, without having to resort to disciplinary action.

Disciplinary Procedure

The following disciplinary procedure will apply in matters of discipline, gross misconduct, the constant repetition of minor offences, wilful negligence or unsatisfactory performance, or when written complaints against the employee are received.

1. At each stage of the procedure, a disciplinary meeting will be held where all facts are considered and any mitigating circumstances are discussed.
2. An employee may have a colleague present at any of these meetings if he/she wishes.
3. All warnings issued under this procedure will clearly state that the employee will be liable for further disciplinary action should their performance not improve or should there be a further breach of conduct.
4. There is a maximum of three stages in the Disciplinary Procedure:
 - a. First written warning
 - b. Final written warning
 - c. Dismissal

In the event that an employee is dismissed, they will be provided with a letter stating the reasons for termination, length of employment, the length of notice (and whether it will be worked or whether there will be payment in lieu), and the effective date of termination.

In the event of Gross Misconduct, the management reserve the right for immediate dismissal and a letter will be provided to state the reasons for immediate dismissal.



Sickness & Absence Policy

As a small language school the absence of just one member of staff can have a huge impact on the operation of the school. Therefore, it is vitally important that all members of staff closely follow this policy in the event of sickness or absence in order to ensure that the school can run as smoothly as possible in your absence.

1. If you have an underlying health condition or a situation in your personal life that could affect your attendance at work, it is vital that you inform the management of the school about this as soon as you are aware of the condition or situation. This allows us to make contingency plans as a team in the event that your health condition or situation causes your absence. Forward planning is one of the best ways we can mitigate the effects of staff absence on the school and the students. Any health condition or personal situation that you tell us about will be dealt with in the strictest confidence and with sensitivity and care.
2. If you are unable to attend work due to sickness or due to a personal situation, please inform the Director of Studies as soon as possible. The more notice you can give us, the easier it is for us to organise cover. Ideally, you will let us know at least the night before. We appreciate this is not always possible. However, it does give us much needed time to arrange cover for you. If you cannot give us advance notice the night before, please let us know no later than 7.30am on the day you are due to teach. Please phone the Director of Studies.
3. In all cases of absence, you are expected to provide an email at the same time you report your absence to provide some appropriate work for the class. You should provide an outline lesson plan and any useful information about students in the group.
4. Language Tree provides sick pay in line with the government Statutory Sick pay guidelines.
5. If you are absent due to sickness for seven or more consecutive days (including non-working days) you must provide a doctor's note specifying the nature of your illness and the likely duration of your absence.
6. If you do not follow this procedure when absent, you will be subject to disciplinary action, as outlined in this handbook in the section on Disciplinary Procedure.



Holidays & Overtime Policy

As a member of staff on a short-term summer contract, the expectation is that your holiday will be paid at the end of your contract.

If you need to take a holiday during your contract, we ask for at least 3 weeks' notice to provide sufficient time to organise the rota around your time off.

It is not normally possible to facilitate holidays for teachers during the week when we have classes running.

In exceptional or unforeseen circumstances, you may request to take holiday at this time and it will be considered by the school management.

According to UK employment law, all workers are entitled to 5.6 weeks' / 28 days' holiday based on a full-time position.

All holiday pay is calculated using the UK Government Holiday Entitlement Guidance – November 2019: <https://www.gov.uk/holiday-entitlement-rights>

The vast majority of our staff are part-time workers. In this case, the holiday entitlement is calculated on a pro-rata basis and is included in your employment contract.

It is not possible to accrue holiday and carry it over to subsequent calendar year.

Bank Holidays, weekend and evening work

When we run our courses, we provide a 7-day programme and staffing will be organised to facilitate this.

Bank holidays, weekends and evenings are treated as normal working days and do not attract any kind of higher rate of pay.

Additional hours / Overtime

There may be times when working hours go beyond those that were planned in the timetable and according to your contract. This can be caused by traffic delays or if there is an incident with a student that may require additional time from staff.

In all cases, we ask for your support at the time that additional hours are required. We will always try to find a way to balance this time on another day or to offer additional pay for the extra hours worked.

The rate of pay will remain the same as paid for normal hours.

Any additional hours worked will contribute to your overall annual holiday entitlement.



Complaints Procedure

We sincerely hope you enjoy working with us.

However, we acknowledge that this may not always be the case.

If there is anything you are unhappy about connected to your work or the school in general, we hope you will speak to a member of the management at the school so we can hopefully address any concerns you have. If this does not resolve your concerns, please follow the procedure below.

1. Our overriding aim at Language Tree is to provide a positive and engaging working environment where you feel supported to deliver your classes and/or lead excursions and activities. If at any point, you feel we have not achieved this aim, we will do everything we can to put things right.
2. In the first instance please raise your concern / complaint with a member of our management staff. We hope that many concerns or complaints can be resolved through a discussion where we can listen to what you have to say and then put something in place to ensure there are no further problems.
3. If your problem is not resolved at point 2, either you or the member of staff will inform one of the Company Directors of your complaint and a member of the team will agree to meet with you to discuss your complaint in detail.
4. The management team will do everything they can to ensure every aspect of your complaint is heard and they will discuss in detail with you what can be done to remedy the situation.
5. In order to deal with your complaint professionally, we ask that before and during your complaint you do not seek to publicise your complaint with other staff or students or through any form of media or social media.



Language Tree – Management Team

We are a small, family-run language school.

However, we are all independent, professional people.

In the event, that you have a complaint or concern about the school or a member of staff, we want to hear about it and we will listen to your concerns impartially and attentively.

You are welcome to speak to any one of us. If possible, please follow the Complaints Procedure.

Name	Role(s)	Contact Details
Joel Ashton	Principal Director of Studies Deputy Safeguarding Lead	joel@languagetree.co.uk 07957 497937
Jane Ashton	Designated Safeguarding Lead	marimonarcha@gmail.com 07828 021754
Katy Daly	Assistant Manager	katy@languagetree.co.uk