



## Elstree School

Including all of the Pre-Prep Department and Early Years  
Foundation Stage

### Staff Supervisory Duties Policy

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Person responsible for Policy: SCA Responsible Governor: James McKinnel

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## 1. An Outline of Common Room Duties

The purpose of this paper is to set out, for new members of teaching staff, the main areas of duty. It is not intended to be an exhaustive (or exhausting!) treatise describing in detail every job and chore which a member of staff may be called upon to undertake, but it is hoped that it will provide a fair and honest pen-picture of the level of commitment required of someone who joins the staff at Elstree. As a member of teaching staff becomes more senior and experienced he/she will inevitably be asked to take on extra responsibility.

For 'Master " please read 'Master or Mistress' and 'him'/he' to include 'her'/she' throughout this policy.

**Commented [JM1]:** Is it worth differentiating between the number/volume of duties and the extra responsibility assumed when a member of staff becomes more senior? They don't necessarily follow given that younger and more inexperienced staff can often be busier time-wise with more low responsibility tasks than senior staff (but senior staff have greater responsibility with the tasks they are given).

## 2. Teaching

- The Deputy Head - Academic (in consultation with the Headmaster and Senior Deputy Head) year by year arranges individual teaching programmes in consultation with the Master himself. The normal load is normally 28-30 lessons per week (a lesson is normally 35 minutes) in addition to preparation of lessons, Prep supervision, marking, Form Tutor's duties and Games.
- Staff usually have their own classrooms, and the children move round. Each Staff member may spend up to £40.00 per term on classroom aids, decorations, stationery etc., without further permission. Request for more extensive expenditure on books, visual aids, and equipment have to be submitted to the Head of Department, who is in control of departmental budgets.
- Form Tutors have special responsibility for the progress and welfare of the children in their form. Further details of Form Tutors' responsibilities are set out later in this paper.
- Reports are written on each child in each subject at the end of the Autumn and Summer terms except ICT and PE, where they are written at least once a year. There is also a games report, a boarding report if appropriate and a Form Tutor's report.
- Lessons should be well-prepared and work marked promptly. As far as possible, a child's work should be marked and returned to them at the next lesson.
- Staff are encouraged to take full advantage of INSET courses, which are advertised in Common Room. The School will meet the full expenses and fees of one course per year for each Master subject to approval from the Senior Deputy Head (and in consultation with the Deputy Head – Academic).

**Commented [JM2]:** This might limit expectation of the Master to these activities, not taking into account all the other things like trips, clubs/societies, extra revision sessions, chapel attendance, assemblies, etc. Perhaps: 'in addition to the various other requirements that include, but are not limited to, preparation of lessons, prep supervision, marking, Form Tutor's duties, games and other extra-curricular activities.'

## 3. Games, Activities and Extra-Curricular Activities

Most Teaching Staff assist with the taking of games or activities on at least four afternoons each week. Those concerned with the coaching of a team will probably wish to devote further time to the practising of skills and tactics. Those staff not required to assist with games or activities for any reason will have similar duties elsewhere to be worked out with the Senior Deputy Head (in consultation with the Deputy Head-Academic).

Each Teaching Staff member takes at least one evening activity after supper from 6.30pm – 7.30pm. Masters should give careful thought as to what they offer as an activity. Non-sporting interests need to be developed as much as the more active ones.

#### 4. Supervisory Duties

Children of this age need close supervision so that they make good use of their free time and so that they avoid injuring themselves, the fabric of the School, and each other. Staff are required to cover duties that occur during the day – 1<sup>st</sup> break, 2<sup>nd</sup> break, Year 3 and 4 lunch break, Rest and afternoon buns on a rotational basis.

**Non - Residential staff** are required to cover up to 2 hours of day duties during the working week and 2 x afternoon duties from 3:30pm – 6.00pm on Wednesday throughout the term.

**Residential staff** will be assigned one evening of boarding duty from 7.30pm – 9:30pm and 2 x 4 hour slots on a weekend during the term (either on Saturday night or Sunday) in addition to the 2 hours of day duties throughout the working week.

**Boarding House staff** will also be assigned an evening lock-up duty on a weekly basis.

#### 5. Discipline

Masters are asked to acquaint themselves thoroughly with the contents of Elstree's Behaviour Policy <http://intranet.elstreeschool.org.uk/policy-documents> and to ensure that the children in their charge adhere to its precepts.

It is earnestly requested that all members of staff are firm and fair in their dealings with the children that they are consistent in upholding the school rules. They should support the headmaster and other colleagues, and assist and guide the Prefects in their duties.

#### 6. Terms and Holidays

Staff need to arrive at School at least two days before the start of each term to prepare their classrooms, books and equipment before the children return; and they should stay on for a day or so after the end of term in order to clear up thoroughly:-.

The length of the terms is usually:

Autumn Term	-	14 weeks
Lent Term	-	10 weeks
Summer Term	-	11 weeks.

There are regular Exeat and Half Term breaks. Each Staff has a free half day each week, starting at lunchtime.

#### 7. The Christian Side of the School

Although Elstree is not a religious foundation, it is a School which has always regarded the Christian Faith, and the values it promotes, as the cornerstone of school life. As well as the teaching of TPR (a Common Entrance Examination subject), there are short Morning Prayers in the McMullen Hall, and a weekly Service in the local Church. Bible Notes are available for those who would like.

It is essential that members of staff are fully in sympathy with the Christian side of the School. All members of staff are required to actively support it by attending Morning Prayers and the Saturday morning Church service. Permission for absence would need to be sought in advance from the Senior Deputy Headmaster. Some may be willing to go further and help in the teaching of TPR, or take part in the Services and worship.

## 8. School Functions

During the course of the term there are usually a handful of occasions when the whole School gathers together for a concert, lecture, House competition, etc., and very often parents of boys concerned join with us. There are also parents' meetings arranged during the term. All members of staff are asked to be present on these occasions, to support the children and meet the parents.

## 9. Residence

Staff living in School accommodation and receiving board and lodging, and married Staff occupying School houses or flats, enjoy these benefits-in-kind free of income tax because they are required by the School **'to occupy such accommodation for the better performance of their duties'**.

In order to substantiate this tax concession, it is required of a resident member of staff that he should when required:

- Do a weekend duty when required and be first on call if required to cover an absent colleague;
- Attend lunch daily and supervise the children in his/her charge (except on his/her afternoon off);
- Attend Church services and assist with the subsequent entertainment of visitors;
- Be prepared to undertake regular dormitory duties if required by the Headmaster or Housemaster;
- Assist with fire practices;
- Support the School teams when home matches are played and assist with the subsequent entertainment of visitors.

It is well recognised that Staff, as well as children, need time off for refreshment and recreation, if they are to be at their best. However, it is hoped and expected that all resident staff will want to be fully involved with the life of the boarders.

## 10. Duties of Form Tutors

### Pastoral

- Getting to know each child and, as much as possible, about each child –his/her family, home, strengths and weaknesses, interests and abilities, problems and joys, his/her friends and so on.
- Sort out day-to-day welfare problems -e.g.:
  - Is he/she receiving regular communications from home?
  - Has he/she enough good friends?
  - Is he/she feeling under pressure from other children in the School?
  - If his/her parents live abroad, or a distance away, are his/her friends taking him/her out?

- Monitor progress in work, extra-curricular activities and behaviour, advising and discussing with the child where matters can be improved. Although the English Department is responsible for guiding and monitoring a child's reading, the Tutor should encourage good reading habits and discuss possible books to read.
- Give praise, encouragement and admonition when appropriate. The Tutor should encourage a child to take responsibility for their actions and to carry out his/her responsibilities successfully. A Tutor should take any action which a parent would take to see that the child's time at school is spent with pleasure, purpose and profit.
- Provide opportunities for children to set their own targets for a term after a careful reading of the previous term's report. Similarly, a self-assessment at the end of the term allows the child to see if their targets have been achieved.
- Ensuring that children feel that the Form Tutor is always available if needed for personal guidance and discussion.
- Support the Personal, Social and Health Education syllabus and the teaching point from Morning 'Prayers' in Form lessons.
- Take a proactive interest in a child's Individual Learning Plans (ILPs) – see SEN/D Policy

## **11. Administration**

- Keep a record on the school data base (iSAMS) of orders, stars, conduct marks, other achievements (distinctions, cups, prizes, certificates etc.). Ensuring that, when a child changes form, the new Tutor is fully briefed about the child.
- Issue and make a periodical inspection of the Prep Diaries (Years 5-6) and 'Guide to Good Conduct'.
- Making an inventory of valuables, marking of same, and dealing with Lost and Found.

## **12. Reporting**

- Keep the Headmaster fully informed about all relevant aspects of each child. This will involve helping to draft reports needed by other schools, etc.
- Ensure effective liaison with all other members of staff (including the Care Staff) if it is in the interests of the child.
- Report on his own Form to other members of staff at Common Room Meetings, when discussion can lead to consolidation of policy about a child.
- Meet the parents of each child as regularly as possible. For Boarders, this will include written reports at least twice every term and discussions (in the Front Hall) at the beginning and/or end of Exeats and Half Terms. For Day children, the written reports will be complemented by regular discussions in the Front Hall at collection time. Regular conversations will ensure nothing written in a report should come as a surprise to a parent.
- Writing a report on each child to be included with each set of interim reports.
- Writing a report on each child for inclusion in the end of term Report.
- Checking and proof reading the end of term Reports for each child in the Form.

### 13. Supervisory Duties

There are three main aims for every Duty Master:

- To protect the children from every kind of danger, including to one child caused by another child or group of children.
- To help children spend their free time profitably and constructively;
- To engender a secure, happy and co-operative atmosphere throughout the School.

There are other subsidiary aims:

- To maintain discipline and to see that the guidelines as published in the Guide to Good Conduct are adhered to.
- To ensure that the premises are kept reasonably tidy:
- To prevent damage to, or abuse of, School property of all kinds, as well as children's own property and clothing.
- To help nurture a love of learning, instil organisational skills and encourage good working habits.

We shall never achieve perfection as we cannot be in ten places simultaneously. Having said that, though, there is no doubt that high quality supervisory duty is extremely important, and this has been the norm rather than the exception at Elstree over the years. Certainly, the children are immeasurably happier and more secure when there is a strong Duty Master around. In general, there should not be a need for the Duty Master to shout at a child, and the rules should be upheld consistently and firmly.

The Headmaster is in the School most of the time and ready to give any assistance or advice he can. When he is out, the Senior Deputy Headmaster will assume over-all responsibility. If both the Headmaster and the Senior Deputy Headmaster are absent, Staff will be informed as to which senior member of Staff to contact in the event of an emergency.

Please be a visible and proactive presence whilst on Duty. The best school masters help facilitate the children's play by ensuring their safety and wellbeing. This important supervisory role cannot effectively be done if the Duty Master(s) is in the Staff Common Room or is joining in with the games.

If any problem or uncertainty does arise in connection with Duty, please raise it with the Senior Deputy Headmaster, the Secretary of Common Room or consult the 'Duty Guidelines' that can be found on the Duties section of the intranet and which are updated termly.

**Commented [JM3]:** Do staff know who this is? I don't...  
Could read, 'The Senior Master'?

### 14. Locking-Up Procedure

Boarding Staff must ensure that 'Lock Up' is carried out thoroughly every evening, in particular:

Outside:

- Sunley Rooms / Art Room – windows and doors
- Bat Room - windows and doors
- Hill Classrooms - windows and doors
- Cooper Classrooms - windows and doors
- Computer Room – windows and door all locked. Alarm activated.
- Science Atrium – windows and doors

- Music School - windows and door in music classroom; windows in music practice rooms and the fire door that opens into the Old Coach House Courtyard.
- Ancient Classrooms -windows and doors
- Bramall Sports Hall - ensure lights are out. Both fire doors, the outside doors to boys' / Girls' changing room and external store cupboard are locked. Main entrance to be left closed on keypad only.
- Floodlights on the AWP are switched off (switch in maintenance cupboard)
- Cooper Classrooms – Fire exit door upstairs and downstairs. Front door locked.
- Bike shed – Padlocked
- Swimming Pool cover (Summer term only). Make sure cover is on.
- The Design Technology block are the responsibility of that department and do not come under the jurisdiction of the person on Lock Up.

Main House: -

- Front Door - both inner and outer doors to be locked and bolted
- Long Room and Ward Library – windows
- Masters' toilets –Windows and lights.
- Masters' Door
- Cellars – check lights are out – switch by Thomas Room door at bottom of stairs.
- Drying Room light turned off.
- Boot Room - outer door
- Music Practice Passage – external door and Drum Room window.
- McMullen Hall - fire doors. Leave heating on low in Autumn and Lent Terms
- McMullen Hall passage - outer door
- Common Room - windows in sitting room and work room

The Kitchen and Dining Hall are not the Lock Up staff's responsibility, although Dining Hall lights should be checked.

In addition, please ensure that all lights are out once areas have been vacated. This includes Cellars, the Masters' and Ladies' cloakrooms, and all the rooms that the Duty Master has locked.