**School Name**

**Dates**

**Inspected by: Inspector Name**

|  |  |  |
| --- | --- | --- |
| **Delivering the IH Client Promise** |  | Met /  Requirement |
| We will help you learn and progress by designing well-structured courses and educational support services. | Learning |  |
| Curriculum |  |
| Resources |  |
| YL Welfare & Safety |  |
| SA Accommodation |  |
| SA Activities |  |
| Before enrolling, we will listen to your needs and give you guidance on choosing the right course. This may involve a language level test and an interview. | Placement Tests |  |
| You will be given clear and accurate information about all aspects of your course, examination or other service. | Information |  |
| You will be taught be qualified teachers or trainers, who regularly receive up to date professional development. Younger learners will be taught by teachers trained to meet their specific needs. | Teachers’ Quals |  |
| Your course will be supervised by skilled educational managers who will make sure the content is up to date, the school has the right resources, and whose goal is to help you have a positive experience. | Leadership & Mgt |  |
| Quality Improvement |  |
| Your learning will be regularly assessed during your course to help you progress. You will have opportunities to discuss how to improve. | Advice |  |
| Testing & Reports |  |
| You will be encouraged to give us feedback so we can continue to improve while you are still studying with us. | Feedback |  |
| Complaints |  |
| Diversity is celebrated at International House and we are committed to treating everybody fairly and equally. | Promoting Diversity |  |
| **Delivering the IH Staff Promise** |  |  |
| You will have a good, safe working environment and the resources to do your job well | Staffroom |  |
| Safety |  |
| You will have a job description so you can contribute to a high quality student learning experience | Recruitment |  |
| Job Description |  |
| You will be given feedback on how you perform in your job, and you may be given further training, so you can contribute to improving the student learning experience. | Appraisals |  |
| Training |  |
| You will be supervised by knowledgeable managers who will give you guidance, advice and support so you are the best you can be in your job. | School Mgrs |  |
| Academic Mgrs |  |
| Teachers and trainers will receive regular professional development so their students benefit from up to date improvements in teaching practice. | Professional Devel. |  |
| Lesson Obs. |  |
| You will be employed legally and have a written contract. You will be treated fairly in terms of leave, sickness, etc | Legal Employment |  |
| Fair T&C |  |
| Diversity is celebrated at International House and we are committed to treating everybody fairly and equally. | Promoting Diversity |  |
| **Member Commitment to IHWO and the Network** | |  |
| IH Branding and Conference Attendance | Branding |  |
| Conferences |  |

**Summary of the Inspection**

Inspector to add thanks to the school team.

Inspector to highlight particular strengths.

IHWO will add notes from the surveys, if completed.

**Summary Response from the Client and Staff Surveys … these are examples**

**Strengths**

*(Summarise the strengths here: delete rows where there are no strengths.)*

*Cut and paste exactly the strengths as identified in the body of the report. This is meant to be an exact copy.*

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| --- |
| **Delivering the IH Client Promise** |
| We will help you learn and progress by designing well-structured courses and educational support services.   * e.g. blah blah blah * e.g. blah blah blah |
| Before enrolling, we will listen to your needs and give you guidance on choosing the right course. This may involve a language level test and an interview.   * e.g. blah blah blah * e.g. blah blah blah |
| You will be given clear and accurate information about all aspects of your course, examination or other service.   * e.g. blah blah blah * e.g. blah blah blah |
| You will be taught be qualified teachers or trainers, who regularly receive up to date professional development. Younger learners will be taught by teachers trained to meet their specific needs.   * e.g. blah blah blah * e.g. blah blah blah |
| Your course will be supervised by skilled educational managers who will make sure the content is up to date, the school has the right resources, and whose goal is to help you have a positive experience.   * e.g. blah blah blah * e.g. blah blah blah |
|
| Your learning will be regularly assessed during your course to help you progress. You will have opportunities to discuss how to improve.   * e.g. blah blah blah * e.g. blah blah blah |
|
| You will be encouraged to give us feedback so we can continue to improve while you are still studying with us.   * e.g. blah blah blah * e.g. blah blah blah |
|
| Diversity is celebrated at International House and we are committed to treating everybody fairly and equally.   * e.g. blah blah blah * e.g. blah blah blah |
| **Delivering the IH Staff Promise** |
| You will have a good, safe working environment and the resources to do your job well   * E.g. blah blah blah * E.g. blah blah blah |
|
| You will have a job description so you can contribute to a high quality student learning experience   * e.g. blah blah blah * e.g. blah blah blah |
|
| You will be given feedback on how you perform in your job, and you may be given further training, so you can contribute to improving the student learning experience.   * e.g. blah blah blah * e.g. blah blah blah |
|
| You will be supervised by knowledgeable managers who will give you guidance, advice and support so you are the best you can be in your job.   * e.g. blah blah blah * e.g. blah blah blah |
|
| Teachers and trainers will receive regular professional development so their students benefit from up to date improvements in teaching practice.   * e.g. blah blah blah * e.g. blah blah blah |
|
| You will be employed legally and have a written contract. You will be treated fairly in terms of leave, sickness, etc   * e.g. blah blah blah * e.g. blah blah blah |
|
| Diversity is celebrated at International House and we are committed to treating everybody fairly and equally.   * e.g. blah blah blah * e.g. blah blah blah |
| **Member Commitment to IHWO and the Network** |
| IH Branding and Conference Attendance   * E.g. blah blah blah * E.g. blah blah blah |

**Requirements**

*(Summarise requirements here: delete rows where there are none.)*

***IHWO would like schools to action all requirements as soon as possible, and give us feedback within three months on progress. ( By xxxx 20xx). Many thanks.***

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| **Delivering the IH Client Promise** |
| We will help you learn and progress by designing well-structured courses and educational support services.   * E.g. blah blah blah * E.g. blah blah blah |
| Before enrolling, we will listen to your needs and give you guidance on choosing the right course. This may involve a language level test and an interview. |
| You will be given clear and accurate information about all aspects of your course, examination or other service. |
| You will be taught be qualified teachers or trainers, who regularly receive up to date professional development. Younger learners will be taught by teachers trained to meet their specific needs. |
| Your course will be supervised by skilled educational managers who will make sure the content is up to date, the school has the right resources, and whose goal is to help you have a positive experience. |
|
| Your learning will be regularly assessed during your course to help you progress. You will have opportunities to discuss how to improve. |
|
| You will be encouraged to give us feedback so we can continue to improve while you are still studying with us. |
|
| Diversity is celebrated at International House and we are committed to treating everybody fairly and equally. |
| **Delivering the IH Staff Promise** |
| You will have a good, safe working environment and the resources to do your job well   * E.g. blah blah blah * E.g. blah blah blah |
|
| You will have a job description so you can contribute to a high quality student learning experience |
|
| You will be given feedback on how you perform in your job, and you may be given further training, so you can contribute to improving the student learning experience. |
|
| You will be supervised by knowledgeable managers who will give you guidance, advice and support so you are the best you can be in your job. |
|
| Teachers and trainers will receive regular professional development so their students benefit from up to date improvements in teaching practice. |
|
| You will be employed legally and have a written contract. You will be treated fairly in terms of leave, sickness, etc |
|
| Diversity is celebrated at International House and we are committed to treating everybody fairly and equally. |
| **Member Commitment to IHWO and the Network** |
| IH Branding and Conference Attendance   * E.g. blah blah blah * E.g. blah blah blah |

**Requirements from last Inspection**

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| --- | --- |
| **Requirement** | **Action taken** |
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**1.0 We help you learn and progress by designing well-structured courses and support services.**

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| **1.1 Quality of Learning** |  | Met/  Requirement |
| 1. The overall quality of learning was good to outstanding | |  |
| 1. Classes are of a pedagogically appropriate number of students | |  |
| **General Comments**  *Delete the blue text when you are finished!* Summarise the overall learning experience: e.g.   * Are sessions well planned? * Are learning outcomes (e.g. every student will be able to …..) clear to teachers and students? * Is appropriate and meaningful context set? * Are tasks or methods used effectively (for either language or skills). e.g. guided discovery, TBL, etc? * Are appropriate means used to check understanding (e.g. concept checking questions, timelines, etc ? * Is feedback on tasks and activities relevant to the learning outcomes? (e.g. error correction, praise)? * Are all students engaged in the learning process? * Is the teacher’s language appropriate to level being taught? * Is the amount of teacher talk appropriate in the context of the lesson? * Do end segments test whether the students have learnt what the teacher had planned for?   (Not all lesson segments observed will show all aspects.)  **Online Learning**  Summarise how much online learning is conducted, whether it is included in regular observations, whether teachers have been specifically trained, etc. Is this the only contact the student has with the school, or does it supplement face to face sessions?  If appropriate, try to speak to students (on the phone or skype if necessary) who are studying online.   |  |  | | --- | --- | | Balance of “Outstanding” Sessions | e.g. a couple | | Balance of “Good” Sessions | e.g. most | | Balance of “Needs Improving” Sessions | e.g. none | | Balance of “Unsatisfactory” Sessions | e.g. none | | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. Exceptionally high number of outstanding lessons  e.g. Explicit link in every lesson to Learning Outcomes (on weekly plan, written on board, etc)  e.g Habitual use of plenary roundup to test learning  e.g. Differentiation for different skill abilities within each class  e.g Regular opportunities in-built in standard lesson structure to review and recap progress with students (do they really know they are progressing) | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***1.2* Structured Curriculum and Syllabus** |  | Met/  Requirement |
| 1. Groups are clearly taught according to CEFR or IH levels – and for study abroad schools, there are a minimum of 4 levels. | |  |
| 1. Students’ learning follows a clearly planned syllabus | |  |
| **General Description**  *Delete this blue guidance text when you’re finished!*  ***Levels****:* Is a description of CEFR levels (or IH levels) available for students and teachers (website, intranet, posters, standard syllabi, etc). Is the syllabus written and available for all teachers teaching that level?  Study abroad schools should be able to offer 4 levels (unless there are special closed groups or 1:1 contracts.)  **Curriculum and Syllabus:** Is the curriculum or syllabus documented, clear for teachers and students, and well planned, and make pedagogic sense in the school’s context.  **Communication of syllabus and curriculum to teachers and clients:**  Indicate how teachers find out about this material ( is there orientation, teacher handbook, school intranet/email system, or does DOS provide all information etc. *For information, inspectors could add whether there are charts/posters in the school, at the front desk, marketing materials at point of sale.*  **Systems in place for review and update:** How frequently are materials updated? | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. there are very well documented syllabi which assist teachers and ensure consistency  e.g. Syllabus/schemes are used by teachers, students, and support staff to manage every step of the learning process  e.g. Class files are used to good effect to help teachers deliver individualised learning and track students’ progress | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***1.3* Learning Resources** |  | Met/  Requirement |
| 1. A variety of books, materials and resources ensure a rich learning experience. | |  |
| 1. Any educational technology is well maintained, available, and used to enhance students’ learning. | |  |
| **General Description**  *Delete this blue guidance text when you’re finished!* Are student educational resources and facilities appropriate? e.g. a student library, self-access centre, online materials, a VLE (virtual learning environment)? A self-access centre is essential for Study Abroad schools. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. Well used self study resources that complement learning.  e.g. A well integrated VLE (Virtual learning environment) that helps students  e.g. Take-homes for parents, so they can continue to support children’s learning outside the class | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***1.4 Welfare of Children and Young People*** |  | Met/  Requirement |
| 1. There are procedures, policies and training in place to ensure the welfare of children and young people | |  |
| **General Comments**  *Delete this blue guidance text when you’re finished!* For Welfare:   1. There is a Wellbeing and Safety policy. 2. Teachers & staff have been told about the Wellbeing and Safety Policy and trained in how to look after the welfare and safety of young people. 3. A manager has been nominated to deal with any welfare incidents and give specific advice to staff. 4. There is a safe physical environment (e.g. entrances and exits are monitored) and good behaviour is promoted (e.g. no bullying). 5. Parent’s permission is sought for trips & activities and managers are available & accessible to parents. 6. The recruitment process includes rigorous checks to ensure staff are safe to work with young people. (e.g. checking references, asking probing questions in interview, and asking for police checks where appropriate and required by law.) Note: police or DBS checks alone are neither the pinnacle of best practice, nor sufficient by themselves. 7. The school follows the laws of the country and informs appropriate people if harm happens to children. (Please note that if there are any welfare and safety incidents, IHWO should be informed on behalf of the IH Trust.) | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. Leaflets in reception remind all visitors of the schools policy on safeguarding | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***1.5 Safety on Residential Courses and in Accommodation*** |  | Met/  Requirement |
| 1. There are procedures, policies and training in place to ensure the safety of clients under 18 on residential courses | |  |
| 1. Residential Accommodation (for any age student) meets national laws in regards to health and safety. | |  |
| **General Comments**  *Delete this blue guidance text when you’re finished!*  For Under 18s on residential courses:   * Clear information will be provided to parents about supervision arrangements. * Parents sign parental consent forms. * Information on heath needs (allergies, etc) is collected for each child/young person. * Risk Assessments are conducted for all activities. * Teachers and supervisory staff will be vetted appropriately. * Teachers will receive relevant guidance (for dealing with children in residential setting).   In the case of accommodation, schools must demonstrate that they have checked their providers meet national laws with regards to health and safety (e.g. for accommodation and excursions). | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. there are thorough risk assessments for all activities | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***1.6 Social Programme (for Study Abroad Schools only)*** |  | Met/  Requirement |
| 1. The social programme is sufficiently varied to meet the needs and interests of all students at the school | |  |
| **General Description**  *Delete this blue guidance text when you’re finished!* Review social programme schedules. Does the programme meet the needs of age range and interests of students studying at the school. Is it sufficiently varied to entertain longer term students? Are there a range of options with regards to cost, to ensure all students can afford to take part in something regularly? Indicate any conversations with students in focus group referencing social programme. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. An exceptionally broad and engaging range of activities, integrated well with the curriculum. | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**2.0 Before enrolling we will listen to your needs and give you guidance on choosing the right course. This may involve a language level test and an interview.**

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| ***2.1 Needs Analysis and Placement Tests*** |  | Met/  Requirement |
| 1. Student’s and clients needs and requests are listened to and guidance is good. Formal needs analysis is conducted for one off or bespoke courses. | |  |
| 1. Placement tests are appropriate to the age and level of the student and include 4 skills, and written and oral elements (with relevant exceptions). | |  |
| **General Description**  *Delete this blue guidance text when you’re finished!* Is there an up-to-date and time-appropriate system for placing individual students at the beginning of courses and assesses previous experience of language learning? Indicate results of meeting with teachers and DOS regarding how the process takes place in the school. Indicate if there are guidelines for this process (this might be necessary when teachers are involved) and how they are accessed.  **Placement Test:**  Are 4 language skills tested (including oral?) Indicate type of test, where given, how long it takes, what does it test (4 skills, grammar only?) If grammar only, is there an oral examination.  Review sample Placement tests, and needs analysis documents. Are the results of the above used effectively for grouping students, and is there evidence that it results in reasonably homogeneous groups, in which effective learning can take place?  **System for corrective action:**  Is there a system for dealing with student or teachers’ concerns about placement (e.g. when student perceives level as ‘too easy’) e.g. 1. At the time of testing; 2. After a class at the level they were put in. During lesson observations check for signs of incorrect placement.  ***Online Learning***  If there are students who are learning online, are the same systems for evaluating their needs used? | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. The management of placement tests gives the prospective student a positive view on the learning experience at the school.  e.g. The school has developed a particularly cohesive and effective set of placement tests  e.g. There are particularly systematic and robust systems for managing students if they have been placed in the wrong group  e.g. Information and guidance given before a course gives a great deal of information so students are thoroughly prepared and the course fully meets their expectations | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**3.0 You will be given clear and accurate information about all aspects of your course, examination or other service.**

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| ***3.1 Information*** |  | Met/  Requirement |
| 1. Before enrolling a client, clear information is given or made available about the course. Detail is provided on: 2. exact minimum course length and dates; 3. number of hours taught, and of hours for other activities; 4. dates of closure and holidays; 5. placement procedures; 6. size and makeup of groups; 7. any use of real classes for teaching practice purposes; 8. assessment procedures, reporting, and certification 9. the cost of tuition, accommodation, and of other services and materials   the conditions of enrolment between the school and the client, and the rights of each party in the event of withdrawal or exclusion | |  |
| 1. The IH Client Promise will be freely accessible to students – e.g. electronically, in handbooks & brochures, or on the wall | |  |
| **General Description**  *Delete this blue guidance text when you’re finished!*  The IH Client and Staff Promises should be in English and/or the local language. Clearly available. In handbooks, on the website, on noticeboards, in the DOS and Director’s office – all staff should know what the promise is to all clients. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. There is particularly good enrolment and school information.  e.g. Very clear written course outlines are given to students, and if applicable parents  e.g. The school use the IH Client Promise proactively to good effect. | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**4.0 You will be taught by qualified teachers or trainers, who regularly receive up to date professional development. Younger learners will be taught by teachers trained to meet their specific needs.**

*Note: In the electronic surveys in 2018, this question was generally the highest rated. Good to read that in general clients really appreciate the expertise of IH teachers!*

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| ***4.1 Teacher Qualifications*** |  | Met/  Requirement |
| 1. All teachers are appropriately qualified. | |  |
| 1. All YL teachers have received training, with some preferably having a YL qualification. | |  |
| **General Comments**  *Delete the blue text when you are finished!* Review staff details form and sample copies of teacher qualifications.  Teachers must have a score of 100 on the IH Qualifications Credit Framework, which is attached to this report as an appendix.  What academic training is provided to staff working with clients under the age of 18. (Either certified courses, e.g. IH CYLT, or in teacher development sessions.) | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. A large number of teachers hold higher (Diploma or Masters) qualifications, or have taken significant courses such as IH CAM.  e.g. All, or a high proportion of teachers have an explicit YL qualification.  e.g. The school has developed its own YL course, given to all YL teachers | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**5.0 Your course will be supervised by skilled educational managers who will make sure the content is up to date, the school has the right resources, and whose goal is to help you have a positive experience.**

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| ***5.1 Leadership and Management*** |  | Met/  Requirement |
| 1. There is a clear management structure, with senior managers who are accessible and communicate well. The school operates with a high standard of professional conduct. | |  |
| 1. Communication around the school is positive and effective, and senior managers provide clear guidance on the philosophy of the school | |  |
| 1. There are good student records systems which are used to enhance the student experience | |  |
| **General Comments**  *Delete the blue text when you are finished!*  ***Be careful this is not repeated in section 4.1 Staff. This section is about the leadership of the whole school.***  How much is the ethos/culture of school about creating a learner focused environment?   * Do managers have this in their job description/title? * Is there a strong customer service ethos, with staff in all departments keen to provide an excellent experience to their clients?   Emphasis should be made on the structure of the organisation, how decisions are taken and how this is communicated to staff.   * Who is in charge? Are they visible and do they communicate well? * Is there clarity of purpose? * Is there a sense of leadership? * Do staff feel valued and know they are part of a team * Is there good internal communication?   Does the management team listen to the staff team?   * Are there annual staff surveys?   Consider the IT systems used for the benefit of the school & students.   * Is the student records system fit for purpose? * Does it assist academic and admin teams to work together? * Are all sides of the business appropriately integrated? * etc   Is the school acknowledged as a high quality institution in which to work and learn? | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. Key managers have reference to learners in their job description / job title  e.g. The school is brought together as whole when the direction and ethos of the school is discussed  e.g. There are very effective school newsletters so all staff are kept up to date on what is going on  e.g. Administrative and academic staff work particularly cohesively together | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***5.2 Quality Improvement*** |  | Met/  Requirement |
| 1. The school acts on inspection feedback and reviews its policies and operations with the objective of continuing improvement. | |  |
| **General Comments**  *Delete the blue text when you are finished!*  Does the school have an annual business plan or quality plan?  Do staff in departments look to innovate all the time, or just do the same things?  State the date of last inspection by IH and other quality organisations ( e.g. local authorities, Instituto Cervantes, FLE, etc ) as appropriate. Does the school act on requirements and suggestions in order to improve its quality? | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. There is a robust self assessment and quality improvement process, which staff across the school are involved in.  e.g. The school writes an annual Quality Plan / Business Plan / with KPIs ..… and monitors them  e.g. There is a readiness to embrace change and innovate, with staff at all levels showing enthusiasm for the opportunity to deliver improvements in their department.  e.g. The school is a member of other local or regional quality organisations | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**6.0 Your learning will be regularly assessed during your course to help you progress. You will have opportunities to discuss how to improve.**

*Note: In the electronic surveys in 2018, this question was generally the WORSE rated. In the averages of results, only 41% of clients rated it as “great” ( 48% OK, and 11% poor). So, this could raise a challenge for schools to justify why there are advice sessions, and why there are tests and assessments.*

|  |  |  |
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| ***6.1* Receiving Advice** |  | Met/  Requirement |
| 1. There are opportunities for getting advice about how to progress on the course, for example tutorials, parents evenings, drop in advice sessions, teacher support in the self-access centre. | |  |
| 1. Admin and support staff are effectively involved in providing advice throughout the whole client journey. | |  |
| **General Comments**  *Delete the blue text when you are finished!* Describe the various means by which students are provided with information or advice about their course, both before they enroll and as they are progressing. This could involve both academic staff and support staff.  This may include tutorials, parent evenings, drop in advice sessions, teacher support in the self-access centre. Describe how the students are informed of these opportunities.  In focus groups with support staff, do they show sufficient knowledge of the course and educational systems to advise students in selecting a course or provide information during course?  Inspectors could check whether students/parents are given any information/help with the learning process – i.e. how to learn. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. The programme for support in the self access centre is particularly effective  e.g. There is a robust tutorial system  e.g. Parents/Students are helped with “how to learn”  e.g. There are regular phone calls  e.g. There is a good system of continuous assessment with student portfolios giving a tangible sense of progress | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***6.2* Progress, End of Course Testing & Reports** |  | Met/  Requirement |
| 1. There is regular assessment of student’s progress (continuous and/or summative) and students have an opportunity to discuss with their teachers the results of progress tests. | |  |
| 1. If students are given end of course certificates they are accurate, dated, and reference IH or CEFR levels. | |  |
| 1. Students are given reports, when appropriate, which accurately summarise their progress | |  |
| **General Comments**  *Delete the blue text when you are finished!*   1. Describe if there is regular progress testing and end of course testing. Is it appropriate? Do students realise how it helps them, or do they think it’s a waste of time? 2. If certificates of attainment or progress are given to clients, check that the text is accurate and refers to IH or CEFR levels? 3. Describe reports sent to students or corporate sponsors. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. Students realise why assessments and tests are helpful!  e.g. Students report that progress testing is particular effective for helping them progress  e.g. The way tests are created is particularly helpful for teachers, and results in robust results  e.g. Reports inspiring students to extend their learning, either on another course or independently. | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**7.0 You will be encouraged to give us feedback so we can improve while you are still studying with us.**

*Note: In the electronic surveys in 2018, this question was the second worse rated. In the averages of results, only 47% of clients rated it as “great” ( 43% OK, and 10% poor). Although we may do surveys before clients have given feedback, they should still know about how to ... and why this is beneficial.*

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| ***7.1 Feedback*** |  | Met/  Requirement |
| 1. Student and client feedback is collected systematically and at appropriate time intervals during a course, and it is acted upon. | |  |
| **General Comments**  *Delete this blue text when you are finished!* What is the system for gathering feedback from all students on the services they receive. State what evidence was viewed and comment on effectiveness of system.  Review a sample of feedback questionnaires, or other evidence of where feedback has been gathered, e.g. meetings with focus groups, comments boxes, etc.  Ask director and other relevant staff about system for processing and acting on feedback. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. There are a variety of methods of gathering student, parent, and client feedback (surveys, meetings, focus groups etc)  e.g. Student feedback is built into regular (annual) quality improvement systems and informs future course design.  e.g. Responding to feedback is embedded in the organisational culture | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***7.2 Complaints*** |  | Met/  Requirement |
| 1. Students know who to go to if they have a serious or minor complaint, and staff know how to respond to this. | |  |
| **General Comments**  *Delete this blue text when you are finished!* For informal day to day issues, do clients know the procedure for addressing these? This may not be a written procedure, but there should be some evidence that it is effective and resolves the issue to the satisfaction of the client.  For serious written complaints, there should be a written procedure which staff and students are aware of. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. The procedure for responding to more serious complaints is clearly documented in an accessible format and language for the client, and includes timings and opportunities to appeal.  e.g. The procedure has the learner’s interests at the fore, is quick and efficient. | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**8.0 Diversity is celebrated at International House and we are committed to treating everybody fairly and equally.**

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| ***8.1 Promoting Diversity and Equality*** |  | Met/  Requirement |
| 1. There is no evidence of discrimination in in the school, or in any publicity or documents | |  |
| 1. Every student is treated fairly. There is no tolerance of bullying, and there are behaviour rules where appropriate (e.g. for YLs) | |  |
| **General Comments**  *Delete this blue text when you are finished!* Describe anything significant.  This is a good place to add if the school does any charitable work /events in its community. Whilst these are generally good marketing for the school, they are also about acknowledging it works within a diverse community. This could be considered under the general topic of Corporate Social Responsibility. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. The school has provided for mobility access (ramps, lifts, disabled toilets etc).  e.g. The school is particularly strong at promoting diversity in other ways (events, etc)  e.g. Topics such as global citizen, 21st century skills etc are built into the curriculum or events | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**1.0 You will have a good, safe, working environment and the resources to do your job well.**

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| --- | --- | --- |
| ***1.1 Premises and Staffroom*** |  | Met/  Requirement |
| 1. Premises are clean, in a good standard of decoration and repair are generally of high quality. | |  |
| 1. Classrooms are well heated, lit and ventilated, and without noise pollution. | |  |
| 1. There is a good space where teachers can plan lessons are share topics with each other. | |  |
| 1. There are sufficient photocopiers, printers, computers etc for staff to be able to prepare good lessons. | |  |
| **General Comments**  *Delete this blue text when you are finished!*   1. Is there a staff room and teachers room? Is there sufficient and appropriate work space? 2. Are there enough photocopiers, computers etc and are they in good order? | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. The premises are particularly high quality.  e.g.There is a great staffroom which is a communicative and sharing hub for the school.  e.g. There are wide and varied books and other resources to enable teachers to plan interesting and stimulating lessons. | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***1.2 Safety*** |  | Met/  Requirement |
| 1. The building is safe. | |  |
| 1. There are emergency and evacuation procedures, and appropriate practice drills | |  |
| 1. There are enough staff trained in first aid. | |  |
| **General Comments**  *Delete this blue text when you are finished!* Summarise  (A) The school should provide evidence that they have met local legal requirements for building safety ( e.g. electrical testing, structural safety, fire safety etc  (B) To an untrained eye, emergency procedures were reasonable. There are enough exits, routes are clearly marked, there are fire extinguishers/blankets, there are evacuation drills.  (C) To an untrained eye, procedures for first aid are reasonable. Staff are responsible for administering first aid and they have had some training. A reasonable first aid kit is available. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples, but don’t be limited to these. This isn’t a pick list!  e.g. There is a regular system of emergency evacuation practice.  e.g. Specific staff have designated roles in emergency situations  e.g. There are different drills for fire, earthquake, etc | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**2.0 You will have a job description so you can contribute to a high quality student learning experience.**

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| ***2.1 Recruitment and Induction*** |  | Met/  Requirement |
| 1. During recruitment and induction, the job role, expectations of working in the school, and guidance on cultural issues are made very clear. This is appropriately documented. | |  |
| 1. Guidance is provided on getting a visa, travel, accommodation and registering for tax, healthcare etc. | |  |
| 1. The IH staff promise is readily available to staff – electronically, in a staff handbook, or on the wall in the staffroom. | |  |
| **General Comments**  *Delete this blue text when you are finished!* Review information provided (for teachers typically) by school during recruitment process. Ask new staff members about their recruitment experience. Discuss with the responsible member of staff during meeting.  Brief outline of support offered, highlight areas where lacking or particularly good. Is a specific member of staff responsible?  Is there a good staff handbook which is helpful across lots of different aspects of settling into and working in a school.  If in country where teachers need visa confirm teachers had visa and that school provided assistance. Ensuring that all staff have a relevant work visa is a requirement | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. New staff report that the school was particularly thoughtful in explaining its working practices.  e.g. There is a good buddy system for new staff to support them in their transition | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***2.2 Job Descriptions*** |  | Met/  Requirement |
| 1. Written job descriptions exist for all staff roles | |  |
| 1. Staff are fully aware of their job description, and it matches what they actually do. | |  |
| **General Comments**  *Delete this blue text when you are finished!* Do all members of staff – teachers, and support staff have a job description?  In focus groups/staff interviews check staff know what is on their job description and that this matches their understanding of their role. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. Job descriptions are seen as useful documents, which aid productive working.  e.g. Job descriptions link to the values of the school | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**3.0 You will be given feedback on how you perform in your job, and you may be given further training, so you can contribute to improving the student learning experience.**

*Note: In the electronic surveys in 2018, this question was generally the WORSE rated. In the averages of results, only 67% of staff rated it as “great” ( 27% OK, and 6% poor). This may raise a question on how effectively this is done in schools, and how it could be changed so staff see the importance of it.*

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| ***3.1 Annual Appraisals or Reviews*** |  | Met/  Requirement |
| 1. All staff have, at least annually, a documented review, appraisal or PDI | |  |
| **General Comments**  *Delete this blue text when you are finished!* This is about appraisals or performance reviews for ALL STAFF.  Do all staff have a regular review of their performance? (At least annually).  Brief overview of appraisal or performance review cycle followed by school. Confirm if this applies to admin staff as well as teachers. If just teachers, applying to admin staff is a requirement. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. school has a robust policy and rationale for its performance review system, focused on improving quality in the organisation.  e.g. Staff report that appraisals have had a positive impact on their job and or performance. | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***3.2 Training*** |  | Met/  Requirement |
| 1. Staff training is targeted where it benefits the student and their learning experience, and or the individual needs of staff. | |  |
| **General Comments**  *Delete this blue text when you are finished!* Do staff benefit from some training? This should be academic and non-academic staff. (Not all staff have to receive training every year … but there should be some evidence of training.)  A system of promotion within the school is evidence of good practice here. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. A high number of staff have taken further courses or qualifications, supported by the school.  e.g. The school has a formalised policy regarding staff professional development, particularly linked to meeting the needs of students.  e.g. staff are regular promoted from within  e.g. The investment in people has clearly helped to benefit the student experience. | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**4.0 You will be supervised by knowledgeable managers who will give you guidance, advice and support so you are the best you can be in your job.**

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| ***4.1 School Managers*** |  | Met/  Requirement |
| 1. Managers provide day to day guidance to staff, advising and supporting them in their job. | |  |
| **General Comments**  *Delete the blue text when you are finished!*  ***Be careful this is not repeated in section 5.1 Client. This section is about how well managers support their staff.***  How much advice and support do staff get in doing their job day to day? This is both admin and support staff and academic staff. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. Managers have regular 1:1s so proactively support the achievement of regular tasks | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***4.2 Academic Managers*** |  | Met/  Requirement |
| 1. An experienced academic manager is employed, who is qualified to a level higher than teaching staff (e.g. MA or DELTA) | |  |
| 1. The DOS / ADOS / Senior Teachers provide help to teachers and trainers on a day to day basis at all school sites. | |  |
| 1. The DOS / ADOS / Senior Teachers have time available for these management duties. | |  |
| **General Comments**  *Delete this blue text when you are finished!*  DOS / Academic Manager should have a qualification higher than teachers (DELTA, MA, etc), and sufficient experience of language teaching. *(Note for inspectors, the IH DOS course alone is not sufficient.)*  Role should have sufficient time allocated (non-teaching time) to work on curriculum/course development and provide guidance, support and in-service training to teachers, etc  Ask teacher focus groups, if their DOS is available & can support them academically & professionally. Discuss internal communication system. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  E.g. Teachers report that DOS/ADOS/Senior Teachers are especially helpful in a wide range of academic and logistical matters  e.g. DOS/ADOS/Senior Teachers have particularly low (or zero) teaching loads, enabling them to devote a great deal of time to their teachers | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**5.0 Teachers and trainers will receive regular professional development so their students benefit from up to date improvements in teaching practice.**

*Note: Amazingly, in the staff electronic surveys in 2018, this question was the second worse rated. In the averages of results, only 70% of staff rated it as “great” ( 24% OK, and 6% poor). Whilst these are generally good numbers, it’s surprising that in IH with a name for staff development this is not higher. This may raise a question of how valuable this is seen – or whether it is just a chore?*

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| ***5.1 Professional Development for Academic Staff*** | Met/  Requirement |
| 1. All academic staff have regular continuing professional development (CPD). (CPD can be a combination of seminar attendance at school, formal courses, personal research, giving seminars or attending conferences.) |  |
| **General Comments**  *Delete this blue text when you are finished!*  CPD is usually monthly whole schools sessions, or where this is not appropriate because there are lots of freelance staff, or very experienced staff, staff can work on their own CPD as long as its planned and recorded. It is important that this is at the direction of the school – not simply as chosen by the staff.  Do staff see this as valuable – or is it a chore? (It is expensive, so if it’s a chore that is a problem!)  Alternatively schools may hold (at least) monthly group development meetings or seminars. Briefly describe these. Are Teachers paid to attend?; do teachers find them useful?; is attendance registered? | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. The school has a systematic way for recording CPD, and this is integrated into annual appraisals/reviews  e.g. CPD is personalised to the needs and experience of each teacher/trainer  e.g. Teachers & trainers are encouraged to give seminars, write articles, etc as part of their own CPD  e.g. The school has methods to measure the impact of CPD and training on the learning experience of its clients. | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | |

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| ***5.2 Lesson Observations*** | Met/  Requirement |
| 1. Teachers and trainers are observed at least once a year, with written feedback. New, or weaker teachers are observed more frequently, especially in their first months |  |
| **General Comments**  *Delete this blue text when you are finished!* Review observation records and feedback forms. Try to find the impact of the observation scheme. Do teachers view it as positive? Describe the type and frequency of observations Indicate, based on teacher feedback and DOS input, types of observations; voluntary, buzz, formal, etc. | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. Observation feedback is particularly helpful  e.g. Teachers report that observations have had a positive impact on helping them improve  e.g. Peer observations happen and are reported as valuable  e.g. Academic managers have a clear plan and schedule of observations and record their output and impact | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | |

**6.0 You will be employed legally and have a written contract. You will be treated fairly in terms of leave, sickness etc**

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| ***6.1 Legal Employment and Written Contract*** |  | Met/  Requirement |
| 1. All staff have relevant work visas, and all local employment laws, taxation and social security rules are adhered to. | |  |
| 1. All staff will have a written contract, signed by both parties within 15 days of the start of employment. | |  |
| 1. Staff discipline and grievance procedures are available either in contracts, staff handbooks, or via other HR policies and procedures. | |  |
| **General Comments**  *Delete this blue text when you are finished!* Ensuring all staff have a legal working status is critical. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. Staff report that they choose to work in this school over its competitors because they have confidence in their legal status. | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

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| ***6.2 Fair Terms and Conditions*** |  | Met/  Requirement |
| 1. All staff are treated fairly in terms of sick leave, maternity, paternity etc. | |  |
| 1. All staff have at least 20 days paid annual leave | |  |
| 1. Teachers teach no more than 120 hours in any 4 week period (30 hours/week average) | |  |
| **General Comments**  *Delete this blue text when you are finished!* Comment if there are issues with any of these.  All IH schools provide fair terms and conditions in the following areas:  a. salary;  b. length of contract;  c. working hours and teaching hours per week;  (deleted holiday as dealt with in B)  e. sickness ( minimum entitlement of 10 paid days/year)  f. maternity, family and compassionate leave;  f. pension and severance pay arrangements (if relevant);  g. unpaid leave of absence. | | |
| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. There is evidence that the school goes beyond the legal statutory minimum for maternity, paternity, pension, healthcare, etc  e.g. Staff are never encouraged to teach more than 30 hours/week (even on a freelance basis), as the school recognises that this is unlikely to result in high quality learning for students. | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**7.0 Diversity is celebrated at International House and we are committed to treating everybody fairly and equally.**

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| ***7.1 Promoting Diversity*** |  | Met/  Requirement |
| 1. There is no evidence of discrimination in publicity, recruitment processes, job ads, internal communications, etc | |  |
| **General Comments**  *Delete this blue text when you are finished!*  This is just about diversity in the staff group. No need to repeat anything which was in the client section above (8.1).  Inspectors don’t need to ask overt questions about racial, gender balance etc. These things are probably not recorded by the school anyway. Just use your eyes to see if anything discriminatory is published or seems evident to you. Use of the term “Native speaker” is discriminatory and is not allowed.  The requirement is to work toward disabled access. Many of our schools are in historic buildings where this is not possible. | | |

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| ***Strengths***  ***For inspectors:*** Look for strengths. These are some examples that you may see, but don’t be limited to these. This isn’t a pick list!  e.g. There are a range of staff with different backgrounds and characteristics  e.g. The school has provided for mobility access (ramps, lifts, toilets etc).  e.g. The school promotes equality and diversity in other ways. |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. |

**Member Commitment to IHWO and the Network**

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| ***1.0 IH Branding and Conference Attendance*** |  | Met/  Requirement |
| 1. The school fully utilises International House branding in full compliance with the Affiliation Agreement and Brand Manual. | |  |
| 1. School representatives attend the Director’s and Academic conferences | |  |
| **General Comments**  *Delete this blue text when you are finished!*  The school must be using the IHWO issued brandmark and must not have edited or changed it. If co-branded, the IH name must be equally as prominent as any other locally used trading name. The Golden Rules in the IH Brand Manual are followed. Look at branding in the school, on websites, and social media.  If a school has not sent a representative to the Directors. AMT, or YL conference for 2 years this must be a requirement. | | |
| ***Suggestions***  ***For inspectors:*** List your suggestions where valuable. If none, delete this row. | | |
| ***Requirements***  ***For inspectors:*** For all requirements please give details and an explanation. If none, delete this row. | | |

**Appendx A**

Inspection timetable

**Appendix B**

Pre-inspection information

**Appendix C Communicative Language Teaching**

International House is proud of the high quality of communicative learning which students receive in our classes. To deliver a great learning environment, all teachers in all IH schools must be qualified in the communicative approach.

The Cambridge CELTA and Trinity TESOL are benchmarks for initial qualifications, but there are other routes to becoming a good teacher, and there are current developments in teaching practice to recognise. IHWO now recognise teachers who have come from a non-traditional route, and those who are investing in their continuing professional development.

***To work in an IH school every teacher must have one of the formal qualifications listed, and score at least 100 on this grading (a combination of qualifications and CPD***

|  |
| --- |
| **Language Level** |
| Teachers are expected to have a **C1** level in the language they will be teaching |

|  |  |
| --- | --- |
| **Formal Qualifications** | |
| Name | Credits |
| Cambridge DELTA | 200 |
| Trinity DipTESOL | 200 |
| MA TESOL with teaching practice | 200 |
| Cambridge CELTA / Trinity TESOL / SIT TESOL/ CELT (post 2007) / Canada TESL / TESOL Cert 1V | 100 |
| IH Certificate in Teaching English/German/Spanish/Arabic | 100 |
| BA in TESOL with teaching practice | 100 |
| University Degree for teaching English/ German/French/etc as a foreign language | 80 |
| Any TEFL with 100 hrs input and 6 hours of observed teaching practice | 80 |
| University degree for teaching (any subject) in state schools (e.g. in UK PGCE) | 50 |
| Any other TEFL qualification | 20 |

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| **Professional Development** | |
| *The following courses should complement methodological gaps in formal qualifications.* | Credits |
| IH CAM or IH CYLT course | 50 each course |
| Certificated professional development course of over 30 hours input, assessed and moderated. | 30 each course |
| Short course, or online self-study workshop (e.g. as provided by IH). | 5 each course |
| *The following CPD must have been completed within the last 4 years, and be related to methodological needs* | |
| Record of at least **6** hours of formal observations by a qualified academic manager (see page 2) | max 40 |
| Attend **12** hours of CPD while teaching in a school.  *With a short reflective report of the content of sessions and development resulting.* | max 20 |
| Teaching experience of at least 90 hours of teaching each for at least 3 different levels.  *With a short reflective report of the learning and development resulting.* | max 20 |
| Complete at least 6 hours of peer observations.  *With a short reflective report of the learning and development resulting.* | max 10 |
| Write and deliver at least 1 CPD workshop or seminar for colleagues.  *With a short reflective report of the learning and development resulting.* | max 10 |
| Present at a recognised conference. | max 10 |
| Publish an article in a languages journal. | max 10 |

**Qualifications Evaluation for Teachers**

Name of School: …………………………………… Name of Teacher: …………………………………

*Please complete this form when you are asked to demonstrate that teachers with non-standard qualifications meet the IH requirements.*

***If a teacher has a DELTA, Dip TESOL, MA TESOL or BA TESOL (with TP), CELTA, Trinity TESOL, SIT TESOL, SIT TESOL, CELT (post 2007), Canada TESL, TESOL Cert 1V, IHC, or there is no need to complete this form.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Formal Qualifications – ONE MUST BE HELD** | | |  |
| Name | Credits | Please give details of the qualification and date obtained | Credits  held |
| University Degree for teaching English/ German/French/Spanish etc as a foreign language | 80 |  |  |
| Any TEFL with 100 hrs input and 6 hours of observed teaching practice | 80 |  |  |
| University degree for teaching (any subject) in state schools (e.g. in UK PGCE) | 50 |  |  |
| Any other TEFL qualification | 20 |  |  |
| **Professional Development** | | |  |
| *The following courses should complement methodological gaps in formal qualifications.* | Credits | Please give details of the qualification and date obtained | Credits held |
| IH CAM or IH CYLT course | 50 each  course |  |  |
| Certificated professional development course of over 30 hours input, assessed and moderated. | 30 each course |  |  |
| Short course, or online self-study workshop (e.g. as provided by IH). | 5 each course |  |  |
| *The following CPD must have been completed within the last 4 years, and be related to methodological needs* | | Please give details, and confirm that this has happened. | Credits |
| Record of at least **6** hours of formal observations (with feedback and follow-up) by a qualified academic manager | max 40 |  |  |
| Attend **12** hours of CPD while teaching in a school. *With a short reflective report of the content of sessions and development resulting.* | max 20 |  |  |
| Teaching experience of at least 90 hours of teaching each for at least 3 different levels.  *With a short reflective report of the learning and development resulting.* | max 20 |  |  |
| Complete at least 6 hours of peer observations.  *With a short reflective report of the learning and development resulting.* | max 10 |  |  |
| Write and deliver at least 1 CPD workshop or seminar for colleagues.  *With a short reflective report of the learning and development resulting.* | max 10 |  |  |
| Present at a recognised languages conference. | max 10 |  |  |
| Publish an article in a recognised languages journal. | max 10 |  |  |
| **Total Credits** | | |  |

**Signed Academic Manager:** ………………..………………………… **Date :** ………………………