

## Roles, responsibilities and legislation

### This handout will cover:

- Teaching roles and responsibilities
- Boundaries of teaching
- Legislation
- Regulatory requirements
- Codes of practice
- Policies and procedures
- Reading list
- Website list

### Teaching roles and responsibilities

Your main role as a teacher will be to manage and facilitate the learning process. This will be by teaching your subject in a way which actively involves and engages your learners. This might be in the workplace, in a college, or another training or educational environment. However, it's not just about the *teaching*, it's about the *learning* that takes place as a result. You can teach as much as you wish, but if learning is not taking place then your teaching has not been successful.

Teaching roles might include:

- Interviewing learners
- Communicating with others
- Preparing teaching, learning and assessment materials
- Establishing ground rules with learners
- Using a variety of inclusive teaching, learning and assessment approaches with learners
- Assessing learner progress
- Giving feedback to learners
- Evaluating your role

Teaching responsibilities might include:

- Following your organisation's policies and procedures
- Following relevant legislation and codes of practice
- Creating a scheme of work and session plans
- Keeping a record of attendance
- Maintaining records of progress
- Maintaining own continuing professional development (CPD)

## Boundaries of teaching

Boundaries are about knowing where your role as a teacher stops. Try not to get personally involved with your learners. Always remain professional and act with integrity and impartiality.

Boundaries are also the challenges you might face as a teacher.

Examples of challenges include:

- demands from managers e.g. to meet targets and deadlines
- expectations of learners
- learners who first language is not English
- the ability of your learners to achieve
- paperwork and administrative requirements
- a lack of time and/or resources.

There are two aspects to boundaries for teachers and trainers: boundaries between your teaching or training role and other professional roles, and other aspects you are *bound by* which might hinder or challenge your role.

- Professional boundaries are those within which you need to work and it's important not to overstep these, for example, by not becoming too personal or friendly with your learners. Boundaries are about knowing where your role as a teacher or trainer stops. You should be able to work within the limits of that role, but know that it's okay to ask for help. Don't try to take on too much, or carry out something which is part of someone else's role.
- Other boundaries include the things you are bound by, for example, policies and procedures, the amount of administrative work you are expected to complete, or a lack of funding or resources. These boundaries can often be interpreted as the negative aspects of your roles and responsibilities. However, these are a necessary part of your role, for example, the amount of documentation you need to maintain for audit purposes.

Throughout your teaching career, you should always act professionally. This is about having the correct skills, knowledge and understanding to perform your role, and carrying out that role with the right attitudes, values, behaviours and beliefs.

## Legislation

It is important for you to keep up to date with all relevant legislation relating to your role and for your particular subject. This will help ensure you are remaining current with your knowledge and practice, and to keep doing things right. Examples include:

Counter-Terrorism and Security Act (2015) will apply if you work with learners who are at risk of becoming radicalised. The Prevent Duty is part of this Act.

Copyright Designs and Patents Act (1988) relates to the copying, adapting and distributing of materials, which includes computer programs and materials found via the internet. Organisations may apply for a licence to enable the photocopying of small amounts from books or journals. All copies should have the source acknowledged.

Data Protection Act (2018) gives rights to individuals with regards to the processing and storage of their personal data. It confers rights to the individual to obtain information, and to require inaccurate personal data to be rectified, or data to be erased. The Act incorporates the General Data Protection Regulation (GDPR).

The Equality Act (2010) replaced all previous anti-discrimination legislation and consolidated it into one Act (for England, Scotland and Wales). It provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person or because they are wrongly perceived as disabled.

Health and Safety at Work etc Act (1974) imposes obligations on all staff within an organisation commensurate with their role and responsibility. Risk assessments should be carried out where necessary. In the event of an accident, particularly one resulting in death or serious injury, an investigation by the Health and Safety Executive may result in the prosecution of individuals found to be negligent as well as the organisation.

Rehabilitation of Offenders Act (1974) will be applicable if you work with ex-offenders.

Safeguarding Vulnerable Groups Act (2006) introduced a vetting and barring scheme to make decisions about who should be barred from working with children and vulnerable adults. Assessors may need to apply to the Disclosure and Barring Service (DBS) to have a criminal records' check. The purpose of the DBS is to help employers prevent unsuitable people from working with children and vulnerable adults.

Welsh Language Act (1993) put the Welsh language on an equal footing with the English language in Wales, with regard to the public sector.

*This information does not constitute as legal advice and you should check if there are any recent updates, or differences for Scotland, Wales, Northern Ireland and outside the UK.*

## **Regulatory requirements**

Regulations are often called *rules* and they specify mandatory requirements that must be met. Public bodies, corporations, agencies and organisations create regulatory requirements which must be followed if they are applicable to your job role. For example in education, one of the regulators is Ofqual who regulate qualifications, examinations and assessments in England. Ofqual gives formal recognition to awarding organisations and bodies that deliver and award qualifications. There will also be specific regulations which relate to your specialist subject and you will need to find out what these are.

Examples include:

- Control of Substances Hazardous to Health (COSHH) Regulations (2002)
- Food Safety and Hygiene Regulations (2013)
- Health and Safety (display screen equipment) Regulations (1992 amended 2002)
- Manual Handling Operations Regulations (1992)
- Privacy and Electronic Communications (EC Directive) Regulations (2003)
- Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) Regulations (2013)
- Regulatory Reform (Fire Safety) Order (2005)

### **Codes of Practice**

Codes of practice are usually produced by organisations, associations and professional bodies. They can be mandatory or voluntary and you will need to find out which are applicable to your job role. If you belong to any professional associations, they will usually have a code of practice for you to follow, for example, the Society for Education and Training (SET) has a Code of Professional Practice. There are other professional associations such as the Chartered Institute for Educational Assessors (CIEA), the Institute for Leadership and Management (ILM), and the Institute of Training and Occupational Learning (ITOL), which you could join.

In addition, your organisation should have documented codes of practice which you will need to follow, such as:

- acceptable use of information and communication technology (ICT)
- code of conduct
- confidentiality of information
- conflict of interest
- disciplinary
- dress
- duty of care to learners, including personal development, behaviour and welfare
- environmental awareness
- lone working
- misconduct
- sustainability
- timekeeping.

### **Policies and procedures**

There will be organisational policies and procedures to follow such as appeals, complaints, misconduct, plagiarism, safeguarding and risk assessments. Think of the

policy as a statement of intent, and the procedure as how the policy will be put into action. If you are employed, you should have received a contract of employment and employee handbook which might include your organisation's codes of practice. Alternatively, they might be available electronically.

### **Reading list**

Appleyard K (2014) *The Professional Teacher in Further Education* Northwich Critical Publishing Ltd

Berry J (2013) *Teachers' Legal Rights and Responsibilities: A Guide for Trainee Teachers and Those New to the Profession* (3rd Edn) Hertfordshire University Of Hertfordshire Press

Curzon LB & Tummons J (2013) *Teaching in Further Education* (7<sup>th</sup> Edn) London Bloomsbury

Duckworth V (2013) *How to be a Brilliant FE Teacher* Oxon Routledge

Eustice P (2013) *Teaching in FE: What do you put in to get the best out?* JustifiedText

Gravells A (2017) *Principles and Practices of Teaching and Training* London SAGE Publications Ltd

Gravells J & Wallace S (2013) *The A-Z Guide to Working in Further Education* Northwich Critical Publishing Ltd

Petty G (2014) *Teaching Today: A practical guide* (5<sup>th</sup> Edn) Cheltenham Nelson Thornes

### **Website list**

Education and Training Foundation (ETF) – <https://www.et-foundation.co.uk>

FE Advice – [www.feadvice.org.uk](http://www.feadvice.org.uk)

Government legislation - [www.legislation.gov.uk](http://www.legislation.gov.uk)

Health and Safety resources: [www.hse.gov.uk/services/education/information.htm](http://www.hse.gov.uk/services/education/information.htm)

Ofqual - <https://www.gov.uk/government/organisations/ofqual>

Ofsted – [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Prevent Duty and Safeguarding resources: [www.preventforfeandtraining.org.uk](http://www.preventforfeandtraining.org.uk)

Reading lists - <https://www.anngravells.com/reading-lists/index>