



The London School of English Trainer Standards

The London School of English is a training organisation and as part of that, our Trainers are continually developing, ensuring their skills and knowledge are up to date.

The Trainer Standards document outlines how we apply these skills to give our clients an outstanding training experience.

Preparation

- Lessons directly answer identified needs from pre-course questionnaires or needs analysis completed at the start of the course.
- Lessons have clear aims and are outcome-driven.
- Lessons are planned to ensure that course content corresponds to the course descriptions in The London School of English's publicity material.
- Learning objectives are clear and inform continual development.
- Lessons are well thought out, with stages that link wherever possible, to support the student journey and build to a final aim.
- The learning aim comes first, then material is chosen to facilitate that.
- The challenge for the clients is in the task set – not in the material chosen.
- The focus is on the needs and learning styles of both individuals and the class.
- Lessons are student-centred, creative and engaging, and always relevant to the learner.
- All material used is formatted in the house style. It is up to date and professionally presented.
- All material created is appropriately presented, and any copied material is properly attributed.



Delivery

Building rapport with clients

- Trainers learn and use the names of the clients. Appropriate eye contact is made and all clients are treated with empathy and respect.
- Clients are made to feel relaxed and comfortable in a supportive environment where they are ready to participate, take risks and learn.
- Trainers show an understanding of different cultures, learning styles and needs in the class.

Using classroom resources

- Lesson menus are always visible to all clients in the classroom e.g. on the board or on the monitors
- Technology is actively exploited in class to enhance the client learning experience.
- Board work is clear, well organised and easy to follow. Allowances are made for different nationalities or individuals that need more time to make a written record before the lesson moves on.
- Trainers are comfortable using the Phonemic Chart and use it as part of classes in a way that benefits our clients. Pronunciation is covered as appropriate with all new language as an integral part of the class.
- Colours or other clear indicators are used to mark the stress and pronunciation of new vocabulary where relevant.
- Written feedback is clear and legible

Training

- Lessons demonstrate clear planning, aims and learning outcomes.
- Learning aims are explained clearly
- Lessons are engaging and the challenge is graded appropriately.
- Classes flow smoothly because of carefully planned stages which provide scaffolding that contributes to the final outcomes.
- Trainers are flexible and can adapt a lesson mid-flow to suit the changing needs of the clients.
- Classes are client-centred and the majority of the production is from the clients. Trainers don't lecture or dominate discussions, they facilitate and use TTT appropriately to the stage of the lesson.
- Trainers promote turn-taking in order to ensure that everyone has the opportunity to contribute equally.
- Classes are designed to keep clients engaged and enthusiastic about participating.
- Interaction patterns change during the class to maintain energy and pace, and allow for reflection when necessary.
- Trainers have contingencies for those clients who finish a task early, or who need additional time for those struggling.
- Instructions are clear, concise and graded appropriately. There is minimal need to reformulate or over-explain.
- Checks for understanding such as CCQs or other appropriate methods are used in order to maximise learning.
- Ample opportunity is provided to practise language in a natural way, to personalise it and equip clients to use it outside of the classroom.
- Clients' skills development is considered by teaching strategies that support and promote learning.

Progress, feedback and development

- Classes are monitored appropriately and equally, providing guidance and feedback.
- Learning and progress is regularly reviewed in class. Trainers ensure our clients are aware of their progress and what they need to do next.
- If there is a client that is not progressing as expected then time is taken to explore why, look for solutions to change and involve a Courses Manager where appropriate.
- A variety of feedback techniques are used to ensure that our clients can work on their individual needs. Classes include the opportunity to correct mistakes and practise alternatives.
- Clients are given feedback and advice that is relevant to their future language development and encourages independent learning skills.
- Homework is given flexibly and when appropriate.



Behind the scenes

Trainers:

- are familiar with the Staff & Trainers' handbooks and follow all the policies in them.
- are informed of who the first aider is should a client or colleague need assistance, and willing to report accidents and potential hazards to the responsible person(s).
- are familiar with all emergency procedures, fire exits and meeting points if the building needs to be evacuated.
- have good knowledge of the company's structure, and who's responsible for what should a client need to be referred regarding an enquiry.
- are generally informed of LSE's courses portfolio, and can communicate to clients the added value of LSE's post-course offers.
- are willing to help out and support colleagues among the Trainer team and throughout the company.
- attend and actively participate in Trainers' meetings, sharing best practice and ideas for materials development.
- attend Company meetings led by senior management.
- attend appraisals and consultations as requested by a line manager. These are used as opportunities to review performance and consider further development.
- arrive in school at least 15 minutes before class is due to start and in plenty of time to prepare anything needed. Trainers are in the classroom before class is due to start (including after breaks) and do not finish early. Break times are kept to.
- contact a line manager as per the School's policy if unwell or running late contact
- keep Courses managers informed of any possible issues in class so that they can be dealt with in a timely fashion.
- keep all admin up to date including registers, timetables, handovers and reports. It's all done promptly without a need for reminders.
- check emails daily and any that require a response or an action are dealt with promptly.
- leave classrooms tidy and ready to be used at the end of the lesson.
- switch off computers in the classroom and in the Trainer room at the end of each day. All equipment is returned to where it belongs at the end of each day.
- respect the intellectual property of LSE and use it appropriately.
- are willing to engage with our clients outside of the classroom.

Professional Conduct & Development

- Trainers are familiar with the company's mission and school policies.
- Trainers are dressed appropriately, reflecting the professional and cultural backgrounds of our clients and sensitivities that can arise from that. An example would be smart trousers/jeans/skirt and a shirt or equally smart top. Shorts or flip-flops are not considered appropriate.
- Trainers always conduct themselves in a manner that is in the interests of LSE.
- Trainers are positive, collaborative and professional in all dealings with colleagues.
- Clients and colleagues are treated with respect, there is no behaviour which could be considered abusive or unlawfully discriminatory.
- Respect is shown towards colleagues' and clients cultures and lifestyle choices.
- Subject knowledge and technical skills are maintained and updated.
- Trainers reflect on their teaching and learning to meet the diverse needs of LSE's clients.
- Trainers evaluate their practice and its impact on learning with other trainers and Courses Managers.
- Feedback from clients and Courses Managers is responded to positively and constructively
- Trainers participate actively in the School's CPD programme, setting development goals through discussions with colleagues and Courses Managers.
- Trainers manage and promote positive learner behaviour, enabling clients to share responsibility for their own learning and assessment, setting goals that stretch and challenge.

