



British
International School
Riyadh

JOB DESCRIPTION: Class Teacher/Subject Teacher

LINE MANAGER: Year Leader (Primary) Curriculum Leader (Senior)

SALARY: Teachers' Pay Scale M1-M6

JOB PURPOSE

Teachers at BISR are expected to make the education and welfare of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interest of their students. They should conduct themselves in an appropriate professional manner at all times to foster the guiding statement, aims and strategic plans of BISR and its Leadership Team.

RECRUITMENT CRITERIA

- Qualified Teacher status
- Certificate of Education, First degree or equivalent
- Experience of teaching within Key Stage or subject
- Willingness to work closely with colleagues in preparing for teaching and learning
- Experience of positive behaviour management strategies
- Experience of planning for children with Special Educational Needs and Gifted and Talented children
- Experience of curriculum development, monitoring and assessment
- A detailed knowledge of the English national curriculum
- Ability to organise a stimulating learning environment and demonstrate excellent creative teaching skills
- Good organisation of recording and evaluating progress
- Show good communication skills when working with pupils, parents and colleagues
- Effective skills in managing and organising own time and directing deployment of teaching assistants
- Good ICT skills to be effective in your job
- An understanding of Assessment for Learning Strategies and use of this to inform future planning
- Warmth and sense of humour
- Flexibility and Enthusiasm
- Team player
- Commitment to continuing professional development

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- Willingness to be involved in extra-curricular activities and events and engage in all aspects of school life
- High expectations of self and of children
- Excellent communication skills
- Empathy with students, colleagues, parents and visitors
- Ability to promote equal opportunities with respect to race, gender and disability

KEY EXPECTATIONS

All staff are expected to:

- Be aware of and committed to the mission, vision, values and all associated school policies
- Take an active role in the development and implementation of school policies and in the whole life of the School
- Ensure that there are equal opportunities for all
- Follow school procedures as outlined in the staff handbook.

TEACHING

A teacher will:

1. Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set targets that extend and challenge all students of all backgrounds, abilities and cultures,
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students
- Promote a love of learning and children's intellectual curiosity

2. Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes
- Plan teaching to build on students' capabilities and prior knowledge
- Encourage students to reflect on the progress they have made and identify the next steps in their learning
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and studies

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s), curriculum areas and key stage(s)
- Foster and maintain students' interest in the subject and address misunderstandings and misconceptions
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of oral and written literacy, across all subject areas, whatever the teacher's specialist subject
- To model the correct use of standard English

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Set differentiated homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) and key stage(s)
- Promote a love of learning and encourage students' intellectual curiosity

5. Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those who are gifted and talented; those with English as an additional language; those with disabilities; and be able to use and evaluate effective and appropriate distinctive teaching approaches to engage and support them as per school policy

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements and/or BISR assessment requirements
- To analyse formative and summative assessment to track and secure students' progress and set appropriate targets on a regular basis
- Use and record relevant data to monitor progress, set year group, ability group and individual targets and plan subsequent lessons
- Give students regular feedback orally and through accurate and diagnostic marking in line with BISR's marking policy and encourage students to respond to the feedback
- Integrate Assessment for Learning strategies into all lessons

7. Manage behaviour effectively to ensure a positive and safe learning environment

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting polite and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, rewards and sanctions consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school, e.g. house activities, assemblies, duties, ECA's, student/parent teacher's evenings and/or similar related activities
- Promote environmental awareness within the school

- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate promptly and effectively with parents with regards to students' achievements, behaviour and well-being, in-line with BISR communication procedures
- To use electronic communication systems to support teaching and learning and enhance communication with the wider school community
- Contribute to the development of the VLE

PERSONAL AND PROFESSIONAL CONDUCT

All staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for the conduct of a teacher at BISR.

- All staff will uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard students' well-being, in accordance with BISR provisions
 - showing tolerance and respect for the rights of others regardless of race, culture, and religion
 - not undermining fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of others
 - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or cause offense to any member of the wider school community
- All staff will have proper and professional regard for the ethos, policies and practices of BISR in which they teach, and maintain high standards in their own attendance, conduct, punctuality and personal appearance
- All staff must have an understanding of, and always act within, the BISR frameworks which set out their professional duties and responsibilities and conditions of services

OTHER PROFESSIONAL REQUIREMENTS

All staff will:

- Establish effective working relationships with professional colleagues
- Keep up-to-date with current educational developments and practice
- Participate in arrangements for further training and professional development
- Participate in any Performance Management framework and policy
- Participate in meetings at school, as requested by line manager, middle managers or SLT
- Have a working knowledge of school policies and procedures
- Undertake other duties as the Principal may reasonably direct

October 2019

Name of post-holder	Signed by post-holder	Date

Name of line manager	Signed by line manager	Date	To be reviewed