



The British School Kathmandu

TBS Teacher Job description & Person specification

Responsible to:	Various - depends on specific department and role
Job Purpose	A full time teacher shall carry the professional and administrative responsibilities under the direction of the Principal, together with any particular duties that the Principal may from time to time reasonably assign to him/her.

Key Tasks

- Full responsibility for the learning and teaching of the designated class or subject(s)
- Shared responsibility for the educational, social and administrative organisation of the school.

Key Relationships

- A full time teacher should maintain effective, constructive relationships with all staff. A full time teacher liaise together with the Principal, Vice Principal, Heads of Key Stages, Heads of Department and other teachers to promote curriculum development of courses of study, teaching materials, teaching program methods of teaching in line with TBS courses (in line with the National Curriculum in the UK, examination syllabuses, or school programmes such as the International Primary Curriculum/Maths No Problem etc appropriate).
- A full time teacher will also need to liaise with non-teaching colleagues such as Office Managers, Bursar, Head of Administration etc to ensure the effective running of the school.

Policy/Strategic direction and development

Shared responsibility for the educational, social and administrative organisation of the school. This includes

- Ensuring knowledge of all TBS policies and adhering strictly to all professional codes of conduct including staff safeguarding code of conduct, emergency protocols and the various TBS expectation policies such as anti-harassment and staff expectations.
- Working together in teams to review the curriculum and promote curriculum development, devising appropriate courses of study, teaching materials, methods of teaching and assessment.
- Sharing in the responsibility for the purchase, care and distribution of equipment and materials, especially in the areas of his/her expertise.
- Promoting the children's general physical, social and emotional welfare within the TBS pastoral framework.
- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

2. Teaching and learning

Full responsibility for the teaching of the designated subject(s), including:

- Planning and preparing lesson plans, schemes of work and teaching materials in line with TBS section and department policy.
- Assessing individual educational needs and teaching at a variety of levels to ensure that these are met.
- Monitoring, assessing and recording the progress of all pupils providing online and/or written and/or verbal reports on development, progress and achievement as required.
- Preparing students for the relevant assessments such as termly or yearly tests and recording these as directed by whole school, section or departmental policy.
- Preparing students for A Level and/or IGCSE examinations, including the assessment of coursework where appropriate (*relevant secondary teachers*) and ensuring syllabus knowledge is up to date.
- Communicating with parents when appropriate and participating in Parent Teacher consultation meetings.
- Being informed about changes and developments in the subject(s)/syllabus through reading and in-service training arrangements.
- Contributing to cross curricular initiatives and opportunities for enrichment through residential and day trips, invited speakers etc.
- Actively contributing to the TBS community programmes and supporting students/children to do the same.
- Contributing to the TBS Clubs and Activities programme (2 clubs per year).

3. Working with others

- Promote a positive profile of the School vision to staff, pupils, parents and the wider community.
- Reasonable participation in general supervision duties; this may include overseeing and supporting pupils undertaking lunchtime supervision, but in normal circumstances teachers will be entitled to a lunch break.

<ul style="list-style-type: none"> Reasonable teaching/supervision of children from other classes when a teacher is absent and a teacher cannot be made available.
4. Communications <ul style="list-style-type: none"> Sharing responsibility for the promotion of good relations between The British School, other schools and local and expatriate communities at large.
5. Training & development of self and others <ul style="list-style-type: none"> <i>Regularly</i> review own practice, set personal targets and take responsibility for own development. Contribute constructively to regular staff, section, department, year group meetings at the school relating to curriculum, administration and organisation of the school. Participate in the school's Performance Management programme as an opportunity to develop your expertise and learning. Take responsibility for the learning support staff assigned to one of your classes.
<p><i>This job description should be seen as enabling rather than restrictive and will be subject to regular review.</i></p> <p>Remuneration: TBS Main scale depending on experience</p> <p>Time Allowance: Dependent on role and timetable</p> <ul style="list-style-type: none"> Teachers employed full time will work at least 1265 hours per year and additional hours as needed for marking pupils' work; writing pupils' reports, preparation of lessons, teaching materials and teaching programmes. Teachers employed full time will undertake 185 contract days per year of teaching. There will also be five INSET days and 5 preparation days per year. There is a clear expectation that teachers will act as coordinators for a club, on a rota basis per term, either alone or with specialists who have volunteered to take responsibility for such activities. Each teacher is expected to be involved in at least two clubs per year. <p style="text-align: right;">October 2017</p>

TBS Person Specification (Primary & Secondary teachers)

Attributes	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> Qualified Teacher Status DFE registered Degree Level Qualification + Secondary PGCE or QTS Qualification for the Secondary Phase A minimum of 3 years teaching experience 	Evidence of: <ul style="list-style-type: none"> High academic achievement Evidence of ongoing professional development Willingness and desire to undertake further professional development and training Ability to offer INSET to colleagues on a range of topics or areas.
Learning & Teaching Experience, Professional Knowledge and Competencies	Evidence of: <ul style="list-style-type: none"> A minimum of 3 years experience in the British curriculum Experience of planning and teaching thematic, cross curricular topics. Proven ability to successfully manage learning development projects Good decision making skills Experience of success in teaching classes with diverse learning needs and with diverse cultural backgrounds Experience in running clubs and extra-curricular activities 	Evidence of: <ul style="list-style-type: none"> Experience of the International Primary Curriculum Knowledge of recent initiatives and issues in education Having an in-depth knowledge and understanding of marking and assessment practice Using ICT as a curriculum tool to improve standards Ability to lead a subject or take on further responsibility when appropriate Awareness of the importance of effective budget management
Learning & Teaching Skills / Abilities	Evidence of: <ul style="list-style-type: none"> Experience of teaching in Primary; with excellent classroom practice Creativity and an ability to inspire pupils through the planning, preparation and 	Evidence of: <ul style="list-style-type: none"> Overall teaching skills being Outstanding A range of teaching methods which enable children to progress Having an extensive knowledge and well informed understanding of a range

	<p>delivery of highly stimulating, motivating and well sequenced, cross curricular lessons</p> <ul style="list-style-type: none"> • An up to date knowledge of the National Curriculum • ICT competent (and keen to learn more!) • An ability to teach and inspire positive learning attitudes • An ability to establish high standards of conduct, emotional and learning behaviour in all pupils • An ability to organise, lead and manage a classroom effectively, including assigning support staff • A sound understanding of good practice and Assessment for Learning • A commitment to work in partnership with school stakeholders including contributing to our TBS community work • Experience of effective target setting for children • Experience of personalised learning • Experience of teaching children with a variety of Additional needs • Experience of trips, extra-curricular clubs and/or charity work and a willingness to contribute to TBS expedition weeks • Knowledge of safeguarding and child protection policies and a commitment to ensuring the well-being of all children • Awareness of environmental issues and a willingness to contribute to school priorities such as Eco and Healthy schools initiative 	<p>learning, teaching and behaviour management strategies</p> <ul style="list-style-type: none"> • A creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified • Experience of teaching in Primary with excellent classroom practice & outcomes • Uses ICT consistently as a flexible tool to raise standards of achievement and could share this practice with others • Experience in achieving the highest possible attainment for all students • Ability to offer extra-curricular activities in sport, drama, music and a willingness to go beyond the normal expectations • A willingness to lead on TBS community charity or special event work • Undertaken INSET on a wide range of topics • Has advanced qualifications in any of the following - expedition leadership and planning (including Duke of Edinburgh work), child protection training, SEN, counselling, curriculum development, international education, educational leadership, environmental awareness • Experience of leading on external accreditation - healthy schools, Eco School, excellent kite marks etc
Key Personal & Professional Attributes	<p>Evidence of:</p> <ul style="list-style-type: none"> • Hold positive values and attitudes and adhere to high standards of behaviour in the professional role • Creative, confident with a positive 'can-do' attitude & philosophy • Genuine commitment to high quality learning and teaching as a tool to change lives and society for the greater good • Genuine commitment to equal opportunities • Genuine commitment to inclusion • An absolute commitment to raising pupil achievement • Daring & risk taking • Determination, drive and resilience • Enjoy challenges and flexible enough to cope with life in Kathmandu 	<p>Evidence of:</p> <ul style="list-style-type: none"> • An interest in Kathmandu and Nepal and a genuine desire to embrace its society and culture. • An understanding of international school education • A willingness to participate actively in the life and work of the school to support the ethos and culture, providing presence as and when required • An ability to manage your own time and the time of other colleagues • Experience of working with governors • Acting on advice and feedback and being open to coaching and mentoring • Ability to chair a working party to deliver whole school improvement
Key Personal & Interpersonal Skills	<p>Evidence of:</p> <ul style="list-style-type: none"> • Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally • Highly effective communication skills with both children and adults, including parents/carers 	<p>Evidence of:</p> <ul style="list-style-type: none"> • Developing learning sequences within lessons and across lessons that are consistently well matched to the learning objectives and needs of learners • Advanced ICT skills • Proven track record of successful teamwork

	<ul style="list-style-type: none"> • Highly effective teamwork skills • An ability to identify, focus on and work towards achieving key objectives • An ability to contribute towards school development planning • An ability to develop, foster and sustain high quality relationships with children and adults • Highly effective time management skills and an ability to meet deadlines and work under sustained pressure • A commitment to collaborative and cooperative working 	<ul style="list-style-type: none"> • Contributing to the professional development of colleagues through coaching, mentoring, providing effective feedback, or the effective delivery of INSET • Involvement in school improvement planning processes • Understanding of the importance of supporting other members of the team • Knowledge of, ability to, contribute to and enthusiasm for the ethos of the school
Attendance	Evidence of: <ul style="list-style-type: none"> • Good/Excellent attendance 	Evidence of: <ul style="list-style-type: none"> • Excellent attendance
Notes	The above details will be evidenced by a variety of means including: <ul style="list-style-type: none"> • Application Form • Letter of Application • References • Interviews 	

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