REGENTS INTERNATIONAL SCHOOL PATTAYA
A NORD ANGLIA EDUCATION SCHOOL

33/3 Moo 1, Pong, Banglamung, Pattaya
Chonburi 20150, Thailand
T +66 (0) 38 418 777
E info@regents-pattaya.co.th

LOCATION	Regents International School Pattaya, Thailand
JOB TITLE	**Teacher & Middle Leader (HOY, HOD etc.)**
JOB PURPOSE	To be an outstanding educator, with a growth mindset and a strong desire to grow professionally. To inspire students to be passionate, curious, exited learners. To offer leadership, inspiration, support and guidance for your team. Contribute significantly to school improvement / development planning and promote the learning priorities of the school development plan.
REPORTING TO	Principal, Head of Primary or Head of Secondary
DIRECT REPORTS	NA
OTHER KEY RELATIONSHIPS	Parents, students and colleagues
PACKAGE	Competitive salary

PHILOSOPHY

- Promote and be a personal and professional ambassador for Regents Day & BoardingSchool, Nord Anglia Education and Round Square.
- Embrace the Nord Anglia philosophy of *Be Ambitious*; We believe that there is no limit to what every student can achieve, creativity and challenge help us get better every day, learning should be personalised to each child, unique global opportunities enhance every student's learning experience.

MIDDLE LEADERSHIP RESPOSNIBILITIES

Core Requirements of the Post

In fulfilling the requirements of the post, the Middle Leader will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in students, colleagues and parents;
- Engage and motivate students and team members;
- Build a strong teaching team and create the conditions for it to excel;
- Continually strive to develop the quality of students' learning;
- Use the student tracking and monitoring process to advance student learning and enhance professional practice in line with the school's aspirations and priorities;
- Contribute significantly to school improvement / development planning and promote the learning priorities of the school development plan;
- Manage the operation of the department/faculty smoothly and seamlessly;
- Develop and deploy resources to support high quality student learning;
- Promote the wider aspirations and values of the school.
- Coach, mentor and help develop team members to be the best they can be.
- Create meaningful accountability for outcomes.
- Be an outstanding role model.
- Create transformational change in the area of responsibility

PLANNING & PREPARATION

- Displays solid knowledge in regard to course content and curriculum design and incorporates this

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knowledge into planning and preparation.

- Plans for a wide range of effective pedagogical approaches in the discipline to engage students in the learning process.
- Is knowledgeable in regard to developmental levels, language proficiency, skills, knowledge, and individual learning needs of students and plans instruction accordingly.
- Collaboratively plans and prepares lessons connected to a sequence of learning with clear and measurable objectives reflecting high expectations, rigor and important learnings in the discipline, in accordance with Regents documentation, iGCSE & IB requirements.
- Collaboratively plans and prepares varied and appropriate assessments in alignment with instructional outcomes and includes clear criteria for achievement.
- Plans and prepares for the use of varied and appropriate resources, to support instructional outcomes, extend content knowledge, and engage students in meaningful learning.

THE CLASSROOM ENVIRONMENT & PASTORAL CARE

- Establishes an emotionally safe environment based on mutual respect, warmth, fairness and strong relationships amongst all.
- Establishes and implements classroom behavioural expectations that clearly outline norms and consequences, respecting school wide rules as appropriate.
- Provides a physically safe space for student learning and organizes furniture, resources and student work to support and promote learning.
- Establishes effective and efficient classroom routines and procedures (in conjunction with their students) and implements them consistently to promote learning, respecting school wide routines as appropriate.
- Establishes a classroom environment that engages students in lessons to promote learning, effectively pre-empting disciplinary issues.

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INSTRUCTIONAL STRATEGIES

- Delivers inspiring lessons focused to clear, shared, measurable objectives as drawn from the written curriculum and in-line with School Philosophy
- Incorporates instructional materials and resources that are suitable to the instructional purpose or objectives of the lesson.
- Uses a range of appropriate instructional strategies aligned to learning objectives and assessment practices that challenge and engage students.
- Delivers clear and explicit instructions using a vocabulary, which is appropriate to the students' ages, language levels and interests.
- Promotes student reflection in order to enhance learning.
- Explanation of content is appropriate and connects with students' prior knowledge and experience.
- Uses varied questioning techniques specifically designed to extend comprehension and deepen understanding.
- Employs instructional strategies to promote application, synthesis, evaluation and transference of content, knowledge and skills learned.
- Employs instructional strategies to promote inquiry.
- Differentiates instruction to meet individual student learning styles and needs.
- Provides opportunities for students to actively engage in, take responsibility for, and apply their learning.
- Seeks student feedback on instructional strategies and learning approaches.
- Using teaching methods, which will inspire and engage students and challenge their intellectual curiosity including the use of effective and purposeful questioning.
- Setting high expectations of students' behaviour and manners, through well-focused teaching and through positive and productive relationships in accordance with the rules and behaviour policy of the school.

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ASSESSMENT & EVALUATION

- Employs varied formative and summative assessment tasks, which include authentic, contextual, self, and peer evaluation.
- Generates sufficient data over time to provide accurate assessments of students' academic performance.
- Are fully aware of the criteria and performance standards by which their work will be evaluated.
- Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.
- Regularly and collaboratively analyses and uses student learning data to drive instruction and to modify program.
- Employs common assessments for major assignments and tests.
- Engages in collaborative evaluation of common assessments to ensure objectivity across subject and grade level expectations, to modify instruction and to determine program effectiveness.
- Provides timely and high-quality feedback to students and parents about individual student learning.
- Uses assessment tasks to establish levels of academic achievement
- Meets all relevant internal & external policies and practices with respect to assessment, reporting, records, and timelines.

PROFESSIONALISM

- Demonstrates sound and ethical professional judgment when carrying out their professional activities and interacting with the wider Regents Community.
- Have a working knowledge of teachers' professional duties as specified in the schools handbook.
- Operate at all times within the stated policies and practices of the school and NAE.
- Maintains accurate records in regard to attendance, curriculum and lesson planning, assessment and reporting, following established school practices.
- Works positively and productively when engaged in teamwork.
- Proactively offers professional opinions in a positive manner to help the school improve.
- Trusts, values and respects other colleagues as professionals
- Demonstrates commitment to the development and understanding of best teaching and learning practices
- Provides information to students and families about the instructional program and is available as needed to respond to concerns.
- Proactively communicates with students, families and colleagues as appropriate, on a regular basis in regard to student academic and social progress in order to promote further learning.
- Communicates clearly, honestly, and with an open mind when listening and sharing ideas with others
- Makes positive statements in working to solve problems
- Is proactive and present
- Respects the cultural diversity of the school constituents
- Models passion, enthusiasm and initiative
- Contributes to an aesthetically pleasing and caring environment
- Provides meaningful opportunities to showcase learning

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- Engages in continued professional growth and development, staying abreast of current educational research, trends, and best practice through in order to promote student learning.
- Solicits and reflects upon feedback from colleagues, students, parents and administration to help improve professional practice, actively promoting a culture of professional inquiry.
- Initiates, supports and participates in extra-curricular activities.
- Is knowledgeable of and actively involved in supporting students in Service Learning (through community partners), as outlined by divisional programs.
- Draws upon community resources to enhance their students' learning experiences as appropriate, and exposes students to the local communities.

Boarding/Extra Curricular Activities/School Events

- Support school spirit and life beyond the classroom
- Participate in school trips and events as required
- Support the delivery of after school activities/sport coaching sessions
- Be an advocate for our Boarding students and Boarding School
- Participate in a pro-active way in all school events and activities
- Recognize students success outside of the classroom

Personal Development

Continual development through the identification and implementation of your own Personal Development Plan

OTHER

Promote and embodies *The CORE 7 Leadership Capabilities:*

1. **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
2. **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
3. **Collaborative** – Works collaboratively with others to achieve organisational outcomes
4. **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
5. **Enabling** – Drives excellence through valuing and developing others
6. **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
7. **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations

Work towards achieving the standards and practices outlined in the NAE Teacher Standards.

- Valued member of the team and organisation
- Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation
- A commitment to safeguarding and promoting the welfare of all pupils.
- Willingness to undertake appropriate child protection training when required

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PERSON SPECIFICATIONS	
Qualifications/Training	
▪ Qualified teacher (Q.T.S Status or equivalent)	Essential
▪ A minimum of a Bachelor's Degree in the subject(s) or area(s)	Essential
▪ Evidence of continuous professional development and commitment to further professional development	Essential
Experience / Knowledge	
▪ Proven track record with a least two years' teaching experience	Essential
▪ Demonstrate evident of innovating and adapting curricular to engage children and enable them to perform highly	Essential
▪ Evidence of creating innovative ways of promoting a CPD environment	Desirable
Skills	
▪ Utilise resources effectively to ensure that the teaching commitments of the School are effectively and efficiently managed	Essential
▪ Develop strong relationships within local communities and the wider Nord Anglia Education community	Essential
▪ Communicate effectively (both written and verbal) to a variety of audiences and influence a wide range of stakeholders	Essential
▪ Reliable with an attention to detail and a commitment to quality	Essential
▪ Utilise IT effectively	Essential
▪ An innovator with a willingness to embrace change	Essential
▪ Excellent organisational, interpersonal and time-management skills	Essential
Personal Attributes	
▪ High levels of personal integrity	Essential
▪ Passionate about learning	Essential
▪ Personable and approachable	Essential
▪ Able to motivate self and others	Essential
▪ Positive and enthusiastic	Essential
▪ Remain calm under pressure	Essential
▪ Team Player	Essential
▪ Confident	Essential
▪ Loyal	Essential
▪ Resourceful	Essential
▪ Flexible	Essential
▪ Charismatic	Essential
▪ Sense of humour	Essential

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OTHER CONDITIONS

1. Compliance with visa requirements for working in Thailand
2. At Nord Anglia Education we are committed to providing a world class, safe, happy environment in which children and young people are able to thrive and learn. We are committed to safeguarding and promoting the welfare of all our pupils irrespective of race, ability, religion, gender or culture.
3. All post holders in regulated activity (having regular unsupervised contact with children) are subject to appropriate national and international vetting procedures including satisfactory criminal record checks from both Country of residence/birth and any Country of residence within the last 10 years.