

LOCATION	Nord Anglia International School Al Khor (NAISAK)	
JOB TITLE	Secondary Teacher	
JOB PURPOSE	The Secondary Teacher will develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. The Secondary Teacher is involved in the social, intellectual, physical and moral development of students in their subject classroom in general, and in their tutor group especially. They need a passion to inspire young minds and a commitment to ensuring that every child achieves their potential. The Secondary Teacher will develop schemes of work and lesson plans in line with curriculum, stage and whole-school objectives. They will facilitate learning by establishing a relationship with students and by the organisation of learning resources and the classroom learning environment. The Secondary Teacher will assess and record progress made, linking students' knowledge to earlier learning, and develop ways to encourage it further, challenging and inspiring students to help them deepen their knowledge and understanding.	
REPORTING TO	Head of Secondary	
DIRECT REPORTS	Secondary Team/Learning Assistants	
OTHER KEY RELATIONSHIPS	Leadership Team, Extended Leadership Team, NAISAK Community	
KEY RESULT AREA	The Secondary Teacher promotes and embodies <i>The CORE 7 Leadership Capabilities</i>. As such, the Secondary Teacher has as a mission to:	MEASURES OF PERFORMANCE
1. Accountable – The Secondary Teacher establishes a high performing culture and accepts accountability for organisational performance. - Establish a safe and purposeful working environment for all - Instil a learning culture of pride and respect within the classroom - Plan effective teaching programmes which provide exemplary learning opportunities within and beyond the classroom - Make use of formative and summative assessments to plan challenging learning opportunities for all students - Track and record student progress as per policy to ensure they remain on track to meet challenging objectives - Reflect on progress tracking to make necessary adjustments to enhance progress and attainment - Complete the reporting tasks to meet expectations - Engage and challenge student learning through questioning and discussion techniques and proven pedagogical strategies - Maintain high levels of behaviour and discipline at all times, within the classroom environment, during transition and break times - Take part in the Duty Schedule proactively and conscientiously - Fulfil the role of Form Tutor - Closely follow monitoring procedures of tutees (attendance, behaviour, uniform, equipment, routines, communication with parents, wellbeing) - Meet personal Performance targets - Follow organisational procedures and expectations at all times - Act as an advocate for the school within the wider community - Promote and adhere to Nord Anglia Education's vision and values		Student performance and outcomes Classroom observations Tutor group data Performance Review

2. Strategic – The Secondary Teacher leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction. ▪ Contribute to the School Improvement Plan and promote the learning priorities of the School Development Plan ▪ Communicate the school’s vision within his/her own classroom, during subject time and tutor time ▪ Communicate with students/tutees’ parents as per procedures in place to promote the school’s vision and policies ▪ Implement innovative teaching practices to improve student outcomes and experiences ▪ Analyse student data effectively, implementing necessary changes to improve standards ▪ Reflect on students’ and personal performance to engage into informed discussions with colleagues and line manager ▪ Operate at all times within the stated policies and practices of the school	Data tracking/results Classroom observations Performance Review
3. Collaborative – The Secondary Teacher works collaboratively with others to achieve organisational outcomes. ▪ Work collaboratively and cooperatively with colleagues across the Secondary Stage and other stages as appropriate/necessary ▪ Contribute in an informed manner to the preparation of action plans and other support mechanisms ▪ Work collaboratively within his/her subject team to develop effective, research- and context-based curriculum maps and schemes of learning ▪ Work collaboratively within his/her Tutor group’s year group to promote the wellbeing and performance of the students ▪ Work collaboratively within the subject team and the Tutor group’s year group to promote productive Behaviour for Learning in class in particular and around school in general ▪ Enable collaboration by providing opportunities for students to work collaboratively ▪ Create a classroom environment where students act with integrity and are receptive to the ideas of others ▪ Promote opportunities for students to take advantage of NAE initiatives e.g. Global Campus ▪ Use NAU to collaborate with teachers from across the family of schools ▪ Engage with all school stakeholders in a respectful, open and inclusive manner	Subject team’s curriculum documents and meeting minutes Other relevant meeting minutes Classroom observations Participation on NAU Peer/Parent feedback
4. Entrepreneurial – The Secondary Teacher creates organisational value for diverse stakeholders and achieves commercial success. ▪ Take ownership of his/her classroom by being cognizant of budgets and impact of performance on budgets ▪ Utilise available resources to their maximum to heighten the benefit of the investment ▪ Create and prioritise learning- and context-focused wishlists in line with the SDP and within the budget expectations ▪ Implement innovative ways of engaging students and parents to the	Classroom observations Supporting capacity

wider school and NAE community ▪ Share and contribute ideas within the school and through NAU ▪ Contribute ideas that will increase the revenue of the school	
5. Enabling – The Secondary Teacher drives excellence through valuing and developing others. ▪ Promote excellence in teaching; sharing best practice with colleagues and peers during subject-team, stage or whole-school meetings and on NAU ▪ Engage and motivate students as well as enable them to make decisions, develop personal goals and achieve success, during both lesson time and tutor sessions ▪ Celebrate individual and shared success of the Secondary Stage, and take the initiative to contribute posts for Facebook and the e-Newsletter ▪ Establish positive relationships with students and parents ▪ Provide necessary support and training for Learning Assistants, as necessary ▪ Is proactive in managing personal PMPD and CPD opportunities	Classroom observations Student engagement Parent feedback/survey Performance Review Personal Development Plan progress
6. Agile – The Secondary Teacher achieves personal and organisational success within a changing, dynamic and complex environment. ▪ Prioritise tasks to ensure deadlines are met ▪ Ensure that students’ personal development is effectively promoted through the curriculum and other activities ▪ Adapt approach and behaviour to meet changing conditions and expectations within the Secondary Stage and the school as a whole ▪ Demonstrate tolerance to change and acceptance of alternative views, being inclusive and respectful of other’s viewpoints ▪ Be open to learning and seeking out new ideas and innovations that will benefit his/her own practice, and consequently the students and the school ▪ Build constructive relationships with students, staff and parents ▪ Act with a high degree of cultural sensitivity and respect diversity of the school community ▪	Deadlines met Classroom observations Parent feedback
7. Resilient – The Secondary Teacher demonstrates personal resilience within a demanding environment of high expectations. ▪ Be organised and meet deadlines ▪ Supervise and ensure the Health and Safety of all students at all times in general, during assigned break duties in particular ▪ Work well in a fast-paced environment with a relentless focus on improvement ▪ Work independently and as part of a team striving for self-, mutual and general improvement ▪ Manage emotions and be aware of the impact of personal actions upon others ▪ Face challenges with energy and enthusiasm, and be open to reflecting on and learning from successes and set-backs ▪ Seek advice and feedback from mentors and line managers	High expectations are all met Positive and enthusiastic attitude End of PMPD cycle rating

▪ Demonstrate enthusiasm for the school, promoting the goals of NAISAK and NAE	
Personal Development ▪ Continual development through the identification and implementation of your own Personal Development Plan	▪ Improved performance ▪ Performance appraisal ▪ Personal Development Plan
Implicit responsibilities ▪ 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. ▪ Each individual must ensure that they adhere to a commitment to safeguarding and promoting the welfare of all children. ▪ Each individual must display willingness to undertake appropriate child protection training when required.	

PERSONAL SPECIFICATIONS

Qualifications/Training

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| ▪ Is university educated with an Honours Degree | Essential |
| ▪ Holds a recognised teaching qualification | Essential |
| ▪ Has evidence of ongoing professional development | Essential |
| ▪ Holds or is working towards master's level qualification or equivalent | Desired |

In-depth knowledge and understanding of:

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| ▪ Secondary English National Curriculum | Essential |
| ▪ Pastoral care for students in general and own tutees in particular | Essential |
| ▪ Provision of high standard English as a Second Language | Essential |
| ▪ Life without Levels | Desired |
| ▪ Current educational issues and up-to-date curriculum developments, internationally | Essential |
| ▪ How international schools vary from state schools | Essential |
| ▪ Effective teaching and learning strategies that achieve high levels of teaching and pupil achievement | Essential |
| ▪ Secondary Stage student data analysis, academic and pastoral | Essential |
| ▪ Effective use of ICT | Essential |
| ▪ Classroom credibility | Essential |
| ▪ Loyalty and confidence of all staff, students and parents | Essential |
| ▪ Ability to effectively handle parental concerns | Essential |
| ▪ Ability to inspire and enthuse pupils, staff and parents | Essential |
| ▪ Ability to communicate effectively to a wide range of different audiences | Essential |
| ▪ Involvement in the whole life of the school, including events and after school activities | Essential |
| ▪ Effective performance management | Desired |
| ▪ Research into an educational theme or topic | Essential |
| ▪ Staff development | Essential |
| ▪ How to set appropriate targets for school performance, and how to prepare, monitor and evaluate an action plan in relation to those targets | Essential |
| ▪ Processes related to school self-evaluation | Essential |

Personal Attributes

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| ▪ Is passionate about delivering quality education | Essential |
| ▪ Is organised and able to prioritise | Essential |
| ▪ Is reliable with an attention to detail and a commitment to quality | Essential |
| ▪ Has the enthusiasm, initiative and determination to work as a role model for the school | Essential |
| ▪ Is able to command respect of pupils, staff and parents | Essential |
| ▪ Respects the contribution of all individuals | Essential |
| ▪ Is an effective communicator – the ability to communicate inspirationally and effectively to both internal and external audiences, to incorporate successful negotiation and consultation | Essential |
| ▪ Is energetic | Essential |
| ▪ Is innovative | Essential |
| ▪ Is open and honest | Essential |
| ▪ Is determined | Essential |