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| Position Title | Classroom Teacher | Date: March 2018 |
| Function/Department | Elementary School | Location: Singapore |
| Manager Name & Title | Head of Elementary | |
| Position Type | Fixed Term | |
| Position Status | Full Time | |

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

Position Objective

The five key objectives of an Elementary Teacher at AIS are as follows:

- Demonstrate high quality teaching practice in their given area
- Model life-long learning in particular to their own teaching effectiveness as well as to the curriculum being taught
- Building excellent relationships with students, staff and parents
- Contributing to the wider life of the school
- Maintaining high levels of personal and professional integrity, along with strong advocacy for AIS

Specific Responsibilities

- Consistently uphold and promote the school's vision, mission and values;
- Actively seek to develop caring, positive relationships with the school community
- Contribute to the implementation of the relevant initiatives from the school's Strategic Plan
- Contribute to an atmosphere of mutual trust and respect in the school, and promote collaboration, discussion, debate and teamwork
- Promote high professional standards and expectations, and model exemplary professional practice to the best of his/her ability
- Demonstrate and model the IB Learner Profile in carrying out his/her duties
- Support and implement the policies of AIS
- Contribute to the Co-Curricular Activities programme, in adherence to the relevant programme guidelines

High Quality Teaching Practice

- Demonstrated use of inquiry as a pedagogical stance, in line with the AIS Teaching and Learning Policy
- Ability to create a positive, supportive and engaging classroom climate that meets the academic social and emotional needs of all students
- Demonstrated high quality teaching skills, providing relevant, challenging, engaging and differentiated learning experiences for all students.
- Demonstrated ability to integrate the use of learning technologies in learning and teaching programs
- Ability to cater for the learning needs of students with identified difficulties, gifts and talents or who have English as an additional language
- Ability to assess and monitor student achievement in a variety of ways, using data to inform differentiation and the teaching and learning process.
- Ability to use data to communicate with parents in a variety of ways that keep them regularly and fully informed of their children's progress



- Demonstrated capacity to reflect critically upon own professional practice and ability to develop strategies to improve the quality of teaching and student learning that are grounded in current research and in line with the AIS Professional Learning and Review System.

Contribution to Learning Area and Curriculum Development

- Comprehensive level of knowledge and understanding of the relevant curriculum areas and the ability to apply this knowledge in the classroom using current pedagogy and practice
- Ability to successfully implement and evaluate curriculum innovations in accordance with School strategic initiatives in the context of a collaborative team

Relationships with Students, Staff and Parents

- Ability to develop productive relationships with students which foster and develop positive behaviours for learning
- Demonstrated high level communication and interpersonal skills when relating to students, parents and colleagues
- Demonstrated capacity to work as a co-learner and collaborator with students, colleagues, parents and the wider community
- Ensure that the welfare approach towards all students is balanced and aligns with the school's policies and procedures

Contribution to the Whole School

- Ability to contribute to the development and implementation of programs and policies which promote excellence in student learning, social and emotional development in an international environment
- Capacity to respond to emerging educational needs and priorities in an international environment
- Leadership of school Co-Curricular Activity or Representative Sport

Staffing

- Develop an effective working relationship with teacher assistants to ensure students are supported in accessing all aspects of school life.

Key Relationships

- Line managed by Heads of Year, Department or Single Subject Leader
- Direct reports: Where relevant, Teacher Assistant
- Liaison with Heads of Year (Curriculum, Welfare and Administration), Curriculum Coordinators, EAL, Learning Enrichment Teachers
- Actively contribute to year group collaborative planning meetings
- Liaises with parents, guardians and external parties, as required

Other duties as determined in consultation with the Head of Elementary, Deputy Heads of Elementary or Assistant Heads of Elementary.

It is the job holder's responsibility to promote and safeguard the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact with and compliance with the relevant Cognita Safeguarding Child Protection Policy and Procedures should be adhered to at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Designated Safeguarding Lead or to the Head or indeed to the Cognita Regional Safeguarding Manager so that a referral can be made accordingly to the relevant third party services.

Position Requirements

- Be involved in school functions, meetings, events and professional development days as required, both within and out of school hours
- Carry out additional duties as directed by the Heads of Year, Assistant Heads of Sub-school, Head or Assistant Head of Elementary, or the Principal

Qualifications & Skills

- A minimum four year recognised teaching qualification including a Bachelor's Degree and Teaching Diploma or a Bachelor of Education
- Experience with systems and structures in a large school setting an advantage
- Experience with the IBPYP or similar inquiry based curriculum will be advantageous
- Knowledge of restorative practices is preferable
- Successful experience with and commitment to a holistic approach to Education

Contacts

- Students, Teachers, Assistant Heads, Parents

Working Conditions

- 8.00am to 4.00pm or as required
- Meetings as required

Terms of Employment

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed. Appointment is subject to an enhanced Disclosure and Barring Service (DBS) check for regulated activity (if the candidate has lived in the UK) and/or criminal/police or equivalent background checks for all other countries inhabited (irrespective of whether you worked in those countries).

- Full time role
- Paid Annual Leave during prescribed school holidays
- Paid sick and hospitalisation leave
- Other benefits including relocation and housing depending on terms of employment