



**The British
International School
Kuala Lumpur**

No. 1, Changkat Bukit Utama, Bandar Utama,
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Job Description Secondary English Assistant Teacher

(Teaching and Learning: supporting our pupils)

Key Roles:

To work under the guidance of teaching/senior staff and within an agreed system of supervision to implement agreed work programmes or enable access to learning for individuals/groups both in and outside of the classroom. This will require detailed and specialist knowledge of grammatical accuracy, spelling strategies, and other reading and writing skills as directed by class teachers; it will involve assisting English teachers during the whole planning cycle and with the management/preparation of resources.

To lead and maintain a lunchtime spelling, punctuation and grammar class for pupils.

To contribute to the whole school ethos, environment and organisation of the school and to act as a positive role model for pupils and colleagues.

On occasions, the person successful in this role may also be asked to supervise whole classes (with a colleague if requested) during the short term absence of teachers or provide teaching support for the EAL team where necessary. In providing cover supervision Teaching Assistants will need to respond to questions and generally assist pupils to undertake teacher-prepared activities.

Specific Duties and Responsibilities

1. Support for Pupils

- To support pupils' development and promote independence in a safe, secure and challenging environment, employing strategies to recognise and reward achievement of self-reliance.
- To support the learning of individuals and groups of pupils as identified in the weekly curriculum planning and to act as a role model, setting high expectations.
- To focus on individual pupils to ensure their needs are being met within the group.
- To work with other staff to develop and implement IEPs for pupils.
- To encourage pupils to interact and work cooperatively with others.
- To observe, record and support the development and progress of pupils to identify individual needs and difficulties and to feedback to pupils in relation to their progress and achievement.

- To promote the inclusion and acceptance of all pupils within the classroom.

2. Support for Teachers

- Where appropriate, to plan with teachers the daily/weekly programme of lessons, activities and events in order to support pupils and adjust lessons/work plans as appropriate.
- Occasional supervision of the class in the course of short term absences of teachers, focusing on maintaining good order and to keep pupils on task under the guidance of teaching staff and within an agreed system of supervision.
- To liaise with other professionals to ensure an appropriate learning environment.
- To promote home school partnerships.
- To listen, support and discuss issues sensitively with parents and carers under the teacher's supervision and to participate in feedback sessions/meetings with parents.
- To monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
- To provide objective and accurate feedback and reports as required to the teacher on pupil achievement progress and other matters ensuring the availability of appropriate evidence.
- To be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as required.
- In class to undertake marking of pupils' work as agreed with the teacher and accurately record achievement/progress.
- To administer and assess routine tests and assist in the invigilation of exams/tests as agreed with the teacher.
- To provide general clerical support, e.g. administer coursework, produce resources for agreed activities, photocopying, filing etc.
- To work with an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

3. Support for the Curriculum

- To prepare, plan and manage specific activities/teaching programmes, adjusting activities according to pupils' responses/needs.
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- To help pupils access learning activities through specialist support.
- To determine the need for, prepare and maintain general and specialist equipment and resources.

4. Support for the School

- To promote the policies and ethos of the school, e.g. personal and social and to promote positive values, attitudes and good pupil

behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.

- To display pupils' work to reflect their achievement.
- To supervise pupils on outings and visits as required.
- To supervise pupils at break/lunchtimes as required.
- To attend staff meetings as required.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security and to refer all concerns to the Headteacher, receiving training where necessary from the school.
- To treat all information relating to a pupil as strictly confidential, and to be aware of and comply with school policy and practice, receiving training where necessary from the school.
- To be a proactive member of the school and department team.
- To participate positively and professionally in effective relationships with team members.
- To establish constructive relationships and communicate with other agencies/professionals. in liaison with the teacher, to support achievement and progress of pupils.
- To take an active role in the Enrichment Activities of the school.

5. Support for the Assistant Teacher

- To attend relevant courses and learning activities provided by the school in order to update knowledge as required.
- To take opportunities to develop own areas of interest and expertise and to use these to advise and support others or to organise specific projects.

General

The Assistant Teacher may be called upon to perform other duties that the Principal/Head of Secondary considers reasonable.