

Role Title

Ref. EV0202180

Infant Class Teacher

Role Information

| Role Type | Pay Band | Location | Duration | Reports to: |
|--------------------|---|--|-----------------|------------------------|
| EYFS Class Teacher | British Council El Viso Infant School Local Teacher Scale | British Council El Viso Infant School Madrid | As per Contract | El Viso School Manager |

Role purpose

To teach in our British Council- el Viso Infant School as a key member of a growing team of Teaching staff, implementing the Foundation Stage Curriculum. To be a proactive member of a lively, dynamic and tightly-knit community of professionals, working in an ever-changing environment. To uphold the highest standards of teaching and learning. To contribute with your expertise and imagination to an exciting Infant school in the heart of Madrid.

About us

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

We work with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

The British Council believes that all children have potential and that every child matters - everywhere in the world. The British Council affirms the position that all children have the right to be protected from all forms of abuse as set out in article 19, UNCRC, 1989.

The British Council El Viso Infant School

The British Council Infant School opened in September 2016 in Madrid city centre, in the peaceful residential district of El Viso. Located in a purpose-built Infant school, children start at 2 years of age and enjoy their Foundation Stage phase there until they join Key stage 1 at the school in Somosaguas. The school is offering flexible opening hours (8.00- 17.00) to meet the demands of parents' and carers' working hours, as well as offering after-school clubs in English; staff are given an opportunity to share their skills when delivering clubs.

A unique and exciting centre, the El Viso Infant School is a happy, vibrant place where pupils delight in attending and participating in dynamic lessons and activities, delivered through music, sports, language learning, movement classes, arts and play.

The Early Years education in this school forms the firm foundation for the outstanding results, both academic and personal, that are achieved by the older students.

The British Council School - Somosaguas

*April 2015 - British Schools Overseas Inspection Report – **Outstanding in all areas***

Our main school is located 15 kilometres to the west of Madrid. It has 2,000 pupils, aged 2 to 18, and 200 teachers who are extremely proud to be part of our welcoming, vibrant and successful community. We are a thriving co-educational day school with superb facilities set on a large, well linked, modern campus. The school is part of the British Council, the United Kingdom's international organisation for educational opportunities and cultural relations, which provides us with excellent opportunities to participate in cultural activities across the world.

We are particularly delighted to be the first British school in Spain to receive the highest rating of 'outstanding' in all areas of the (BSO) Inspection.

British Council policies, standards and regulations apply to all aspects of this job. Particularly relevant are: Code of Conduct, Corporate IT standards, Child Protection Policy, Equality, Diversity & Inclusion Policy and Health and Safety policies.

Geopolitical/SBU/Function overview:

The British Council School is in the English & Exams SBU

Main opportunities/challenges for this role:

- To plan, prepare and teach the Curriculum according to the school's programmes of studies and schemes of work for the relevant age group
- To monitor and assess pupils' work, using school approved and Teaching & Learning assessment procedures. To use assessment to inform planning and promote continuity and progression in student's learning
- To follow and contribute to school policies under the management of the El Viso School Manager
- To liaise and work co-operatively as part of a team of Teachers, Educators and other members of staff
- To contribute to sustain our outstanding results in future inspections

Main Accountabilities:

- To record assessments and write reports in accordance with school policy
- To ensure the individual needs of the pupils are met through differentiated work, allowing for the highest standards to be achieved by all
- To create a stimulating, organised, interactive and informative learning environment that allows the development of all learning styles based on the school's overall philosophy
- To incorporate a range of resources
- To follow school policies under the management of the Head Teacher, Head of Section, and SMT and Family Leaders
- To work co-operatively as part of a team
- To engage with parents and pay them appropriate attention
- To work with parents and other members of staff to ensure a collaborative and integrated approach which promotes the well-being and educational progress of each pupil
- To report to parents in parent interviews and meetings
- To maintain good order and discipline within the class and communal areas, in line with the school's behaviour policy
- To carry out supervision duties in common areas of school
- To take part in all staff meetings, sharing expertise and experiences as required
- To attend training sessions and offer feedback from these
- To be involved in performance management for professional development (PMPD)
- To take part in class visits, assemblies, House Days, concerts and any other activity as required by the Head of School
- To change and clean children when required

- To be flexible within working practice of nursery. Be prepared to help where needed, including to undertake a wide range of jobs within the nursery, e.g. preparation of snacks, meals, cleaning of equipment, putting out bins, doing the laundry, etc.
- To be aware of the high profile of this school and uphold the British Council highest standards at all times
- To take part in any other reasonable duties as assigned by the Line Manager, within the context of this Role Description

Key Relationships:

Internal

Students

Teaching Assistants

Somosaguas School Staff and Managers

Administrative staff

Parents

External

Suppliers such as bus company, catering and cleaning company and security company

External visit personnel

Peripatetic music teachers

External contacts, such as local educational organisations and authorities, local sporting facilities, voluntary organisations, theatres and musical facilities.

Role Requirements:

| Threshold requirements: | | Assessment stage |
|--|--|--|
| Passport requirements/ Right to work in country | Applicants must be EU nationals or have the right to work in Spain | Shortlisting |
| Direct contact or managing staff working with children? | Yes | Interview and other documents specified in Child Protection Policy |
| Safeguarding Requirements | The successful candidate will be required to undergo a DBS check or equivalent, AND the Spanish national <i>Certificado de Delitos de Naturaleza Sexual</i> , unless this is up to date. | |
| Other | There are occasional trips locally and staff are required to accompany students. Attendance and participation in concerts and other events after school and occasionally at weekends will be required. It is necessary to be prepared to be flexible with working hours subject to operational needs. On occasion it will be necessary to ask members of staff to adapt their working hours at short notice. | |

| Person Specification: | | |
|---|---|---|
| Language requirements: | | |
| <i>Essential</i> | <i>Desirable*</i> | <i>Assessment stage</i> |
| English to the level of, or a level comparable to, first language English communicator | Basic Spanish User | <p>Shortlisting and Interview.</p> <p>For non-first language English communicators, you must please attach to your CV/ Application Form any recent Certificates demonstrating:</p> <ul style="list-style-type: none"> - C2 CEFR level in official English Language Test. - C2 CEFR level in the Spoken component of official English Language Test. <p>A Language test may be required.</p> |
| Qualifications | | |
| <i>Essential</i> | <i>Desirable*</i> | <i>Assessment Stage</i> |
| <p>Qualified Teacher Status or equivalent, such as Early Years Level 5 or above</p> <p>A good Bachelor's Degree and Postgraduate Degree</p> | Early Years Level 6 qualification or equivalent | Short listing (include in Application Form date, place of qualification and Teacher Reference Number, if issued). You will be asked to provide original copies of your degree and PGCE if shortlisted. |
| Role Specific Knowledge & Experience | | |
| <i>Essential</i> | <i>Desirable*</i> | <i>Assessment Stage</i> |
| A minimum of 2 years recent and relevant teaching experience within the last 5 years in the Foundation Stage and / or Key Stage 1/2 in the UK, International or bi-lingual School | <p>4 or more years fulltime (post-qualification) recent and relevant teaching experience in Foundation Stage in the UK, an International School or bilingual school</p> <p>EFL/ESL teaching experience with children.</p> | Experience to be assessed in Shortlisting and Interview, and to be completed in application form |

Recent experience in delivery of English National Curriculum

KS1 experience

Recent, relevant, professional development in Teaching & Learning

Role Specific Skills

| <i>Essential</i> | <i>Desirable*</i> | <i>Assessment Stage</i> |
|---|---|---|
| <p>Classroom Management: Is able to engage all students throughout the lesson.</p> <p>Is able to effectively differentiate the learning of individuals, groups within the whole class setting.</p> <p>Manages learner behaviour by establishing and maintaining a clear positive behaviour framework in the classroom.</p> <p>Promotes critical thinking skills through the use of a range of strategies including effective questioning.</p> <p>Lesson Planning and Assessment: All lessons are purposeful with clear learning outcomes.</p> <p>Demonstrates a clear understanding of assessment principles and is able to plan and incorporate effective assessment procedures to inform future planning.</p> <p>Is able to embed the effective use of ICT in lesson planning.</p> <p>Subject Knowledge and delivery: Demonstrates excellent subject knowledge and can communicate this effectively.</p> <p>Is able to share knowledge and expertise with others.</p> <p>Is an excellent classroom practitioner.</p> <p>Understanding Your Learners: Is able to identify individual learning needs and implement appropriate strategies.</p> <p>Is able to both support lower ability</p> | <p>In accordance with UK best practices</p> <p>In accordance with UK best practices</p> <p>In accordance with UK best practices</p> <p>Working knowledge of synthetic phonics</p> | <p>All Role Specific skills may be used in Shortlisting and/or Interview, and should be evidenced in Application Form</p> |

children and challenge higher ability children.

Has knowledge and understanding of equality, diversity and inclusion in teaching.

Learning Technologies: Consistently demonstrates a high level of skill in using the IWB appropriately in the classroom.

Is able to integrate technologies into daily classroom delivery.

Encourages students to use ICT independently. Uses the School Intranet to provide resources for students to use at home and to share resources with other staff.

Experience of using a pupil data tracking system

| British Council Core Skills | |
|--|---|
| <p>Communicating and Influencing Level 2 Relates communications to circumstances: Displays good listening, writing and speaking skills, setting out logical arguments clearly and adapting language and form of communication to meet the needs of different people/audiences.</p> <p>Planning and Organising Level 2 Plans ahead: Able to organise own work over weeks and months, or to plan ahead for others, taking account of priorities and the impact on other people.</p> <p>Analysing Data and Problems Level 2 Uses data: Able to review available data and identify cause and effect, and then to choose the right solution from a range of known alternatives</p> | <p>Assessment stage</p> <p>Shortlisting and Interview</p> <p>Shortlisting and Interview</p> <p>Shortlisting and Interview</p> |
| British Council Behaviours | |
| <p>Making it happen (Essential): Delivering clear results for the British Council.</p> <p>Being accountable (Essential): Delivering my best work in order to meet my commitments</p> <p>Working Together (Essential): Establishing a genuinely common goal with others.</p> <p>Other behaviours (Not used in Recruitment & Selection):</p> <p>Creating Shared Purpose (Essential): Communicating an engaging picture how we can work together.</p> <p>Connecting with Others (Essential): Making regular opportunities to understand others better.</p> <p>Shaping the Future (Essential): Looking for ways in which we can do things better</p> | <p>Assessment Stage</p> <p>BC Behaviours will be assessed in Interview stage only (not to be completed on Application Form)</p> <p>Not used in Recruitment & Selection</p> <p>Not used in Recruitment & Selection</p> <p>Not used in Recruitment & Selection</p> |
| Prepared by: | Date: |
| Borja Roca [HR Manager] | 02/02/2018 |

** Should more than 5 candidates apply for this post, Desirable behaviours, skills and knowledge, experience and qualifications will be used for shortlisting*