

## Role Title

**Primary Teacher**

## Role Information

Role Type	Pay Band	Location	Duration	Reports to:
Primary Teacher	Local Teacher Scale	British Council School Madrid	As per Contract	Head of Section, Section SMT and Family Leaders

## Role purpose

To teach in the Primary Section of the school as a member of a large department of teachers. To teach following the English National Curriculum guidelines in Primary (or Early Years). To work as a member of the team ensuring high standards of teaching and learning and being involved in developing high quality schemes of work for students to follow. To support the team in achieving excellent academic results.

The teacher will probably be a tutor to a group of Secondary students, and this will involve caring for the pastoral needs of the students as well as communicating with parents.

## 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.

### School:

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

We are a British 2-18 private coeducational school with approximately 2000 students on roll. Annual cohorts of over 130 students achieve outstanding success at IGCSE level in year 11. Students then go on to achieve similarly outstanding successes at sixth form, through the Spanish Baccalaureate, which is taught through Spanish and English. Students take up studies at the leading Universities in Spain, UK or USA.

The Early Years Section has approximately 250 students from Nursery and Reception. The school is organised on a unique vertical "Family" structure which places the pastoral education as high priority. Year 1 is housed in the Early Years building, and curriculum management led by the Family Leaders;

therefore, the Primary School is an 800 pupil, six-form entry school.

The English National Curriculum is delivered through the medium of English for approximately 80% of the week and the Spanish Curriculum (language and culture) is taught for the other 20%.

It is clearly understood that Primary education in this school forms the firm foundation for the outstanding results, both academic and personal, that are achieved by our older students.

School is a happy, vibrant place and pupils delight in attending and participating in the fast routine of lessons, sports, activities and play.

We work hard to develop the student as a whole person and for this reason offer them many opportunities to develop their creative skills in art, dance, drama, music and sport and challenge them to perform in front of live audiences.

The values of caring for others, rising to challenges, loyalty, flexibility and resilience are developed through our pastoral care Family system, where all students not only belong to a tutor group and a year group but work within a Family group, which will give them the chance to work with other students from different year groups and of different ages.

Students can be unique if they have had the opportunity to live through unique experiences, and students are offered opportunities to experience these through projects such as Workshadowing, the Rumania project, BCTV and BIOOR, the school's foundation.

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 in line with the agreed Teaching & Learning Area schemes of work for the relevant Year.
- 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 Head Teacher, Head of Section, and SMT and Middle Leaders.
- To work co-operatively as part of the Family Group and Primary School.
- To contribute to sustain the **Outstanding in all areas** grading in the BSO Inspection Report in future inspections

## Main Accountabilities:

- To keep a regular record of assessment for every student 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 work with parents, Family Leaders 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 and facilitate regular communication with them.
- To maintain good order and discipline within the class and communal areas, in line with the school's behaviour policy and code of conduct.
- To carry out supervision duties in common areas of school.
- To take part in all staff meetings Family meetings and pastoral meetings, sharing expertise and experiences as required.
- To attend training sessions and offer feedback from these to SMT as agreed.
- To actively seek to develop professionally and complete agreed objectives with your Line Manager in accordance with the School PMPD Cycle
- To take part in assemblies, Family Days, concerts, trips (maybe overnight stays) and any other activity as required by Line Managers, SMT.
- To take part in any other duties contemplated in the National Private Schools Collective Agreement as assigned by the line manager.

## Key Relationships:

### Internal

Students  
Family Leaders  
Tutors  
SMT  
Administrative staff  
Parents  
Through school music staff

### External

Suppliers such as bus company, catering and cleaning company and security company  
External visit personnel  
Peripatetic music teachers  
Sports club  
External contacts, such as local educational organisations and authorities, local sporting facilities, voluntary organisations, companies offering workshadowing facilities, theatres and musical facilities.

## Role Requirements:

Threshold requirements:		Assessment stage
<b>Passport requirements/ Right to work in country</b>	Applicants must be EU nationals or have the right to work in Spain	Shortlisting
<b>Direct contact or managing staff working with children?</b>	Yes	Interview and other documents specified in Child Protection Policy
<b>Safeguarding Requirements</b>	The successful candidate will be required to undergo a DBS check or equivalent, <b>AND</b> the Spanish national <i>Certificado de Delitos de Naturaleza Sexual</i> , unless this is up to date.	
<b>Other</b>	<p>There are occasional trips and performances locally and members of staff are required to accompany students. Overseas travel sometimes takes place and staff may be asked to accompany groups. Due to the nature of your role, you may be required to work outside school hours during events and performances.</p> <p>All staff are invited to support the school in offering students extra-curricular activities.</p>	

## Person Specification:

### Language requirements:

<i>Essential</i>	<i>Desirable*</i>	Assessment stage
English to the level of, or a level comparable to, first language English communicator	Basic Spanish User	Shortlisting and Interview.  For non-first language English communicators, you must please attach to your CV/ Application Form

		<p>any recent Certificates demonstrating:</p> <ul style="list-style-type: none"> <li>- C2 CEFR level in official English Language Test.</li> <li>- C2 CEFR level in the Spoken component of official English Language Test.</li> </ul> <p>A Language test may be required.</p>
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## Qualifications

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment Stage</i>
<p>Qualified Teacher Status or equivalent</p> <p>A good Bachelor's Degree and Postgraduate Degree</p>		<p>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.</p>

## Role Specific Knowledge & Experience

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment Stage</i>
<p>A minimum of 2 years recent and relevant teaching experience within the last 5 years in the Primary phase, in a UK, International or bi-lingual school.</p>	EFL/ESL teaching experience with children.	Shortlisting
	Recent experience in delivery of English National Curriculum	Shortlisting
	Recent, relevant, professional development in Teaching & Learning	Shortlisting

## Role Specific Skills

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment Stage</i>
<p><b>Classroom Management:</b> 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>In accordance with UK best practices</p>	<p>All Role Specific skills may be used in Shortlisting and/or Interview, and should be evidenced in Application Form</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><b>Lesson Planning and Assessment:</b> 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><b>Subject Knowledge and delivery:</b> 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><b>Understanding Your Learners:</b> Is able to identify individual learning needs and implement appropriate strategies.</p> <p>Is able to both support lower ability children and challenge higher ability children.</p> <p>Has knowledge and understanding of equality, diversity and inclusion in teaching.</p> <p><b>Learning Technologies:</b> Consistently demonstrates a high level of skill in using the IWB appropriately in the classroom.</p> <p>Is able to integrate technologies into daily classroom delivery.</p> <p>Encourage students to use ICT independently.</p> <p>Uses the School Intranet to provide resources for students to use at home and to share resources with other staff.</p>	<p>In accordance with UK best practices</p>	<p>All Role Specific skills may be used in Shortlisting and/or Interview, and should be evidenced in Application Form</p>
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British Council Core Skills	
<p><b>Communicating and Influencing Level 2</b>  <b>Relates communications to circumstances:</b> 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><b>Planning and Organising Level 2</b>  <b>Plans ahead:</b> 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><b>Analysing Data and Problems Level 2</b>  <b>Uses data:</b> 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><b>Assessment stage</b></p> <p>Shortlisting and Interview</p> <p>Shortlisting and Interview</p> <p>Shortlisting and Interview</p>
British Council Behaviours	
<p><b>Making it happen (Essential):</b> Delivering clear results for the British Council.</p> <p><b>Being accountable (Essential):</b> Delivering my best work in order to meet my commitments</p> <p><b>Working Together (Essential):</b> Establishing a genuinely common goal with others.</p> <p><b>Other behaviours (Not used in Recruitment &amp; Selection):</b></p> <p><b>Creating Shared Purpose (Essential):</b> Communicating an engaging picture how we can work together.</p> <p><b>Connecting with Others (Essential):</b> Making regular opportunities to understand others better.</p> <p><b>Shaping the Future (Essential):</b> Looking for ways in which we can do things better</p>	<p><b>Assessment Stage</b></p> <p>BC Behaviours will be assessed in Interview stage only (not to be completed on Application Form)</p> <p>Not used in Recruitment &amp; Selection</p> <p>Not used in Recruitment &amp; Selection</p> <p>Not used in Recruitment &amp; Selection</p>
<b>Prepared by:</b>	<b>Date:</b>
Borja Roca [HR Manager]	02/01/2018

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