Kings' School Al Barsha

Job Description

Teacher of Biology and General Science in Year 7, 8 & 9

"The best by every child."

Reports to: Faculty Head for Science

Start Date: September 2018 **Contract:** 2 year **Hours:** Full time

The Role

To provide outstanding teaching and learning to ensure high engagement and excellent outcomes for all students in the subject area of Biology and general science.

The post holder will be required to:

- Teach, assess and evaluate the learning of students from Years 10 to 13, across GCSE and A-Level for Biology
- Teach, assess and evaluate the learning of students from Years 7 - 9 in general science
- Adapt your teaching in light of your assessment to meet individual students needs
- Contribute to supporting students' pastoral wellbeing, either as a Form Tutor or as a support teacher, through Tutor Time, Assemblies and individual student mentoring
- Lead or participate in at least 1 extra-curricular activity per term
- Ensure each child in your care is safe, secure and successful.

Personal qualities

When you join the Kings' family you will become part of a strategically connected group of schools, one of which is the only school in Dubai to be rated outstanding 10 years running. Working in Dubai is a fast-paced and rewarding experience, however, it is a demanding and rigorous working environment which requires committed and motivated professionals. As such we seek teachers who understand that their role extends far beyond the classroom and who is able to work collaboratively as part of a team.

Given the multicultural nature of Dubai and Kings' Al Barsha all teachers are expected to demonstrate tolerance, respect and to be an ambassador for Kings' at all times, in school and the United Arab Emirates.

Expectations of a Kings' Teacher

As part of our drive for excellence Kings' has committed to the John Hattie Visible Learning programme and we are the only school in the Middle East working directly with the Visible Learning group. This focuses on how to best enhance student achievement, linking closely to our mission statement of "The best by every child." All teachers receive excellent and highly desirable professional development which informs our approach and how we evaluate our impact as a professional body. Our professional impact is assessed against the criteria below.

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Competency		A Kings' Teacher...
Visible Learner	1a	Is able to articulate what the elements of effective teaching at Kings'
	1b	Application of wider reading/professional studies to create new or improve existing practices Seeks challenge, to explain, share and/or talk to others about their own learning
	1c	Conducts focused observations of colleagues to improve professional practice Conducts focused observations of students to improve professional practice Analyses assessment data to review existing practices and identify future needs Records personal and/or students' milestones and achievements to reflect on progress and further developmental needs Regularly surveys students to understand their learning experiences

Competency		A Kings' Teacher...
Know Thy Impact	2a	Employs a wide range of strategies to observe and gather data regarding individual student's learning
	2b	Makes evidence-based judgements.: Characteristics include <u>all</u> of the following: Gathers information about students' progress from a wide range of sources. Assessment data is rigorously analysed. Understanding of student attainment and progress, as individuals and as groups is accurate and comprehensive Students are routinely assessed and make progress against their expected flightpath.
	2c	Applies their knowledge of the subject to best help his/her students learn

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Competency		A Kings' Teacher...
Inspired and passionate teacher	3a	Develops emotional learning abilities first; then intellectual abilities. Develops a safe classroom where it is OK to make mistakes Is highly relational with their students: they know each student individually and care about their progression.
	3b	Creates a classroom environment where learning is the key focus for students, not behaviour.
	3c	Believes that all students can succeed and meet the success criteria.
	3d	challenges poor standards and models high standards
	3e	Plans creative/ innovative lessons, creates an inspiring learning environment and uses resources creatively to enable all students to learn successfully
	3f	Provides personalised learning with appropriate levels of challenge and support forall Has high expectations of all Students are routinely involved in assessing their own learning Is passionate about their subject area and inspires students with a love of learning

Competency		A Kings' Teacher...
Provides Effective Feedback	4a	Praises effort within a task, rather than the individual attainment of the learner
	4b	Employs a wide range of approaches to provide regular and targeted feedback
	4c	Provides timely and individual feedback informed by their observations of student learning and/or academic outcomes
	4d	Encourages quality learning conversations, providing specific opportunities within lessons to reflect and celebrate learners' progress

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	4e	• Actively seeks opportunities to listen to students' learning during tasks before engaging in explicit dialogue to check the security of students' knowledge, understanding and skills
	4f	• Has an astute awareness of when and how to intervene
	4g	• Ensures students action feedback given and identify the next steps they need to take: *"Where am I, how am I going, and where to next?"*
	4h	• Classroom environment helps support the process of learning alongside the the product • Actively seeks out and acts upon feedback from colleagues.

Competency		A Kings' Teacher...
Team Efficacy	5a	Is an active and supportive member of a department Shares resources and responsibility for improving student outcomes across a department/faculty
	5b	• Supports wider whole school initiatives • Participates in joint moderation of students' work and improvement strategies • Jointly plans, observes and provides feedback on student learning with colleagues • Develops cross-curricular and/or cross phase opportunities to enhance student learning
	5c	• Contributes to Learning Newsletters or Professional Journals • Shares good practice via Teachmeets, KHDA What Works Sessions or similar • Delivers INSETs to colleagues