King's College

The British School of Alicante

JDBSA15Job Description

Secondary English Teacher

Background

The original King's College, Madrid (in Soto de Viñuelas) was founded over 40 years ago in 1969. Further King's schools opened up in both Madrid (King's Infant School, King's College School La Moraleja) and outside Madrid (Alicante and Murcia) as well as in the UK, St. Michael's College in Tenbury Wells. The newest addition in Panama opened in September 2012.

King's College, Alicante

The school opened in 2000 as part of the British Council and was subsequently taken over by a group of founding parents. King´s Group became involved with the school in 2003 in an advisory and regulatory context, and the school became a full member of the King´s Group in 2010.

The school is three-form entry in the Early Years and Primary, moving into Secondary where there are a mixture of 2 form and 3 form cohorts. The school is very popular and has a growing reputation internationally. The overall roll is expected to reach 1,000 in the next few years.

Job purpose

- Implement and deliver the UK National Curriculum according to the age, aptitude and abilities of the pupils being taught;
- Maintain the positive ethos and core values of the school, both inside and outside the classroom;
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and members of the Board of Directors.

Main duties:

Curriculum

- Plan, prepare and deliver schemes of work in accordance with school policies and guidelines;
- Maintain a working knowledge of National Curriculum documents;
- Maintain records of pupils' progress including all statutory documents required by the UK Department for Education or the Spanish Ministry of Education;
- Ensure that planning, preparation, recording, assessment and reporting meet the varying learning and social needs of each child;
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;

- Be able to set clear targets, based on prior attainment for pupils' learning;
- Provide a stimulating classroom environment in which to foster effective teaching and learning, and where resources can be accessed appropriately by all pupils. (This includes corridor areas immediately adjacent to the classroom);

Pastoral

- Be aware of the physical and emotional well-being of pupils and the need to respond to particular situations;
- Maintain good order and discipline amongst pupils, in accordance with the school's behaviour and uniform policies;
- Communicate and cooperate with specialists and/or outside agencies, e.g. school nurse, educational psychologist;

Support the Head of PE and Head of Section in helping out with inter-house competitions

Administration and organisation

- Understand and implement:
    - Regulations and correct procedures relating to attendance registers
    - Emergency and evacuation procedures
    - Health and safety policies
    - Playtime and lunchtime supervision
    - All curriculum policies
    - Any other organisational policies or agreed procedures or guidelines;
- Administer, supervise and, where necessary, assess the appropriate NC tests;
- Conduct standardised or other tests when required and document pupils' performance;
- Participate, when required, in the assessment of potential new students according to the King's College admissions process;
- Participate in meetings which relate to the school's management, curriculum, administration or organisation;
- Liaise with colleagues to enable satisfactory transfers of children within the school, or to and from other schools;
- Support major school events;
- Lead or participate in school visits and extra-curricular activities wherever possible;
- Lead and supervise support staff , voluntary helpers or students within the classroom;
- Participate in the performance management system for the appraisal of their own performance or that of other teachers;
- Attend and participate in training days;

Person Specification

ESSENTIAL	DESIRABLE
Education and Qualifications Bachelor's Degree PGCE or equivalent (including experience)	Qualified Teacher Status Evidence of continuing professional development
Experience At least one year's experience of teaching at the appropriate level (teaching practice included) Experience of being a form tutor	Successful completion of statutory Induction Period Experience of teaching at a range of Key Stages, particularly to A Level or in more than one subject Experience of working in an International setting or with a high proportion of EAL pupils Experience or understanding of what working in an Independent school entails
Knowledge and Skills Have a secure knowledge and understanding of subjects/ curriculum areas and related pedagogy including: the contribution that subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments. Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. Be able to provide timely, regular, quality, written feedback to pupils and engage in a learning dialogue with them. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge. Understanding of the principles of good classroom management. Confident in the use of ICT for a range of purposes. Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications. Ability to contribute to our extra-curricular programme.	Sound, basic knowledge of the SEN Code of Practice and strategies for identifying and supporting pupils with very able or SEND pupils Interest and ability to become an exceptional teacher and contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. Promote collaboration amongst colleagues.

ESSENTIAL	DESIRABLE
Know a range of approaches to assessment, including the importance of formative assessment. Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment. Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment. Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching. Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion. Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.	
Professional Attributes Hold positive values and attitudes and adopt high standards of behaviour in a professional role. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. Communicate effectively with young people and colleagues. Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of young people. Ability to manage time effectively to meet the fluctuating demands on a teacher.	
Personal Qualities Have a commitment to collaboration and co-operative working where appropriate. Reflect and evaluate performance and be committed to improving practice through appropriate professional development. Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified. Act upon advice and feedback and be open to coaching and mentoring. Be a positive and supportive member of the school community.	

Core Competencies

Role Model

- **Sense of Belonging**: Level 3 - Generally exhibits a sense of belonging to the company
- **Professional Values & Ethics**: Level 4 - Knows and respects the company's values and ethics and maintains a professional work conduct
- **Professional Image**: Level 4 - Always well presented and general appearance is very good
- **Self-development**: Level 4 - Seeks and acts on feedback for self-development
- **Peer Relationships**: Level 4 - Engages positively with colleagues.

Organisational Understanding

- **Organisational Knowledge**: Level 3 - Generally aware of most policies and procedures and tries to follow them
- **Strategic Vision & Alignment to Objectives**: Level 4 - Broad knowledge and perspective of the Group's strategy and acts in accordance to achieve goals.
- **Total Quality Management**: Level 4 - Keen to go the extra mile to try to improve the Group's standards
- **KG's Intellectual Capital**: Level 3 - Comes up with new ways in which goals can be achieved and tries to implement these.
- **Effective Corporate Communication**: Level 3 - Able to communicate the company's messages.

Leadership

- **Leader Role**: Level 3 - Good team leader with good commitment.
- **Facilitator Role**: Level 3 - Works collaboratively with colleagues and show interest and support.
- **Inspirational Role**: Level 3 - Generally shows enthusiasm and may inspire others to achieve goals.

Team Management

- **Team Player**: Level 3 - Feels comfortable working with others as part of a team
- **Empathy**: Level 3 - Understands others' situations and tries to empathise with them
- **Directing Others**: Level 3 - Is able to delegate tasks as required
- **Motivating Others**: Level 3 - Sensitive to the satisfaction and morale of others
- **Performance Appraisals/Development**: Level 4 - Motivated to improve him/herself and/or team in terms of performance and development
- **Knowledge Sharing**: Level 4 - Shares knowledge effectively with others at work.

Intra-/Interpersonal Skills

- **Conflict Management**: Level 4 - Deals with conflict and solves it accordingly
- **Stress Management**: Level 3 - Able to work under pressure if required
- **Effective Communication**: Level 3 - Able to communicate effectively with stakeholders
- **Initiative**: Level 3 - Shows initiative at work
- **Change Management**: Level 3 - Can manage change and adapt well