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| **LOCATION** | The British Vietnamese International School (BVIS Hanoi) |
| **JOB DESCRIPTION** | Secondary Art Teacher |
| **JOB PURPOSE** | To support the relevant Head of Secondary and leadership team in fulfilling the school’s mission statement by delivering a high quality education to either Primary or Secondary children |
| **REPORTING TO** | Head of Department |
| **DIRECT REPORTS** | Principal, Head of Secondary, Asst Heads (Academic) |
| **OTHER KEY RELATIONSHIPS** | Students, families (current or prospective), external agencies for events |

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| **KEY RESULT AREA** | **MEASUREMENT OF PERFORMANCE** |
| **General Responsibilities**   * Promote the ‘mission’ and philosophy of the Secondary school ensuring that children are working towards being truly bilingual, international citizens; * Ensure that planning, preparation, recording, assessment and reporting are of the highest quality and meet the varying learning and social needs of students * Be flexible and adjust to the needs of the school, actively contributing to the school development plans and growth; * Demonstrate thorough curriculum knowledge, teach and assess effectively; * Use the student tracking and monitoring process to advance student learning and enhance professional practice in line with the school’s aspirations and priorities; * Take personal responsibility for professional development; * Communicate effectively the school’s narrative, being an ambassador for our school at all times. | NAE Teacher Standards 1-9 |
| **Planning, Teaching and Learning**  **Maximise learning by:**   * Being a passionate teacher, inspiring students to be enthusiastic, curious, excited learners; * Setting consistently high standards; * Developing effective approaches to learning in students; * Monitoring, evaluating and developing teaching; * Planning effective teaching programmes which provide exemplary learning opportunities; * Identifying and supporting individual learning needs; * Maintaining high levels of behaviour that encourage learning; * Effectively using homework and co-curricular learning opportunities; | NAE Teacher Standards 1,2 and 3  (Planning, Preparation and Subject Matter Expertise) |
| **Feedback, Tracking, Assessment, Recording, Reporting**   * Make effective use of formative feedback and summative assessment to plan challenging learning opportunities for all students; * Monitor and record students’ learning to ensure they remain on track to achieve challenging targets; * Report on progress to appropriate stakeholders - students, parents, form tutors and Heads of Department | NAE Teacher Standards 4, 5 and 6  (Student Progress, Outcomes and Assessment) |
| **Pastoral Care**   * Be the first point of contact and provide pastoral care to class children; * To take on the role of form tutor to any year group in Secondary, as appropriate * Maintain a purposeful and safe learning environment for all children; * Promote the general progress and well-being of individual children and of the class as a whole; * Contribute to the preparation of action plans and other support mechanisms; * Communicate effectively with parents, liaising with other staff as appropriate. | NAE Teacher Standard 3 (Planning, Preparation and Subject Matter Expertise)  NAE Teacher Standard 4 (Student Progress, Outcomes and Assessment)  NAE Teacher Standards 7 and 9 (Professional Conduct and Relationships) |
| **Extra-Curricular Activities**   * Support the life of the school beyond the classroom; * Undertake the planning and organisation of day trips within the subject as required; * Deliver extra-curricular clubs in line with the school’s expectations; * Support all Key Stage events, such as productions and assemblies. | NAE Teacher Standard 8  (Professional Conduct and Relationships) |
| **Personal Development**   * Participate fully in the school’s Performance Management procedures and appraisal, including objective setting * Continual development through the identification and implementation of your own Personal Development Plan, leading to improved performance * Participate in learning walks, observations and coaching, as appropriate | NAE Teacher Standard 7  (Professional Conduct and Relationships) |

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| **PERSON SPECIFICATIONS** | |
| **Qualifications/Training** | |
| * Qualified to degree level or above plus PGCE/QTS | Essential |
| * Experience of delivering a UK National Curriculum through to KS3 | Essential |
| * Experience of delivering (I)GCSE and A Level | Essential |
| **Experience** | |
| * Proven track record with at least three years’ teaching experience | Essential |
| * Experience of being part of a highly successful department and school | Highly Desirable |
| * Good classroom practice and interpersonal skills | Essential |
| * Demonstrable evidence of innovating and adapting curricula to engage children and enable them to reach their potential | Essential |
| * Working in partnership with parents | Essential |
| **Skills** |  |
| * Excellent oral and written communication skills | Essential |
| * Ability to teach different age-ranges and English proficiency levels. | Desirable |
| * Ability to engage children and enable them to perform highly | Essential |
| * Evidence of commitment to continuous professional development | Essential |
| * Confident global citizen or a willingness to become one | Desirable |
| * Understand the complex and demanding environment of an international school community | Desirable |

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| **Personal Attributes** |
| * High levels of personal integrity * Conscientious and able to focus on completing work to a consistently high standard * Flexible and positive approach to work * Excellent organisational and time-management skills; high attention to detail * Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved * Adaptable to working in a fast paced ever changing environment * Ability to work under pressure and remain calm * Proactive and willingness to take on multiple tasks * Self-motivated and enthusiastic * Ability to work independently * Must be a team player, willing to help and be flexible * Continually strive for improvement |
| **Other** |
| * Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK. * Compliance with visa requirements for working in Vietnam. * A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required |

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| **PHILOSOPHY AND VALUES** | |
| **We are ambitious for our students, our people and our family of schools. We believe that:**   * There is no limit to what every person can achieve. * Creativity and challenge help us get better every day. * Learning should be personalised. * Unique global opportunities enhance the learning experience.   **The NAE Commitment**  At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition.** These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.  **Promote and embodies *The CORE 7 Leadership Capabilities:***   * **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance. * **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction * **Collaborative** – Works collaboratively with others to achieve organisational outcomes * **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success * **Enabling** – Drives excellence through valuing and developing others * **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment * **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations | * Role-model the ‘Be Ambitious’ philosophy each day * Feedback as a valued member of the team and the wider organisation |
| **NAE Teacher Standards**  **Planning, Preparation and Subject Matter Expertise**   1. Has a well-developed, extensive knowledge of subject specialism and related pedagogy 2. Conceptualises, plans and teaches well-structured lessons and programmes that engage, inspire and stretch students; encouraging them to be ambitious 3. Has high expectations of behaviour, establishes leadership in the classroom and uses a variety of management strategies to ensure effective and productive classes for students   **Students’ Progress, Outcomes and Assessment**   1. Sets high expectations for students; inspiring, motivating and challenging students to achieve excellent progress and ambitious outcomes 2. Demonstrates extensive knowledge and use of informal and formal assessment to refine practice and promote the highest outcomes 3. Adapts and tailors teaching to the needs of individual students, creating a student-centric environment, with independent learners prepared for life in the 21st century   **Professional Conduct and Relationships**   1. Demonstrates the highest levels of integrity, ethics and standards of personal and professional conduct; deeply committed to her/his own personal and professional development 2. Actively and enthusiastically contributes beyond the classroom in the wider context of the school community 3. Establishes and maintains positive, respectful, ethical and collaborative relationships with students, parents and colleagues | |

Dear Applicant,

Nord Anglia Education is the world’s leading premium international schools organisation. Our 56 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 51,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 10,000 teachers and staff, working in 56 schools located in 27 countries around the world supporting our students’ learning. Together, we educate over 51,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students’ academic achievement exceeds global averages across every key stage. On average, our students’ score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world’s top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.