THE BRITISH INTERNATIONAL SCHOOL, CAIRO

YEAR 4 & 5 CLASSROOM TEACHERS

Introduction

We are currently seeking to appoint Year 4 and 5 Classroom Teachers for September 2018. Class teachers at BISC deliver high-quality teaching and are focused on improving the standards of learning and achievement of all pupils, while ensuring high standards of pastoral care and the effective use of resources.

The Post

The successful candidate(s) will be expected to support the work of the Junior School and will:

- **be a graduate with qualified teacher status and with at least three years' classroom teaching experience following the attainment of qualified teacher status;**
- have an excellent knowledge and understanding of primary education;
- be able to demonstrate outstanding classroom practice for teaching and learning;
- have experience of teaching children with EAL needs and be able to implement strategies to support their learning effectively;
- be an enthusiastic and innovative teacher, who can motivate and inspire children using a wide range of teaching strategies;
- include Assessment for Learning as an integral part of classroom practice;
- be able to stretch the very brightest children and to support weaker children;
- be able to work as a member of a team and to contribute to the further development of the School;
- be committed to her/his own professional development, and in particular to the use of ICT as a tool for teaching and learning;
- involve herself/himself fully in the School's co-curricular programme.

To comply with Egyptian employment law, applicants must have a **MINIMUM** of three years teaching experience post-teaching qualification.

Remuneration

The British International School, Cairo (BISC) operates its own teaching scale, which mirrors that in the UK, and is related to teaching experience. All salaries are paid in Pounds Sterling and are tax free meaning you can expect to take home 20-30% more than you would in the UK. In addition all teachers appointed from outside Egypt on an overseas contract benefit from rent-free accommodation, private medical insurance, annual return travel to the UK, and generous fee remission for school-aged children (100% for the first two children, 50% for each additional child).

HOW TO APPLY

Please apply by submitting a letter of application, addressed to the Principal (Dr. Carlo Ferrario) accompanied by a copy of your curriculum vitae.

Please include contact details for at least two professional referees as well as a photograph.

Completed applications should be submitted electronically via 'Apply Now' on TES Online. The deadline for receipt of applications is 12.00 p.m. GMT on 20th March 2018.

Shortlisted candidates will be notified and invited to interview in London, Cairo or via Skype in March/April.

Early applications are encouraged as the school reserves the right to make an appointment early if suitably qualified candidates apply.

Applicants must:

- have at least three years' teaching experience preferably in a British-curriculum school;
- hold Qualified Teacher Status or its equivalent.

Employer: The British International School, Cairo (BISC)
Location: Cairo, Egypt
Contract type: Full time
Start date: 1st September 2018
Contract term: Until the end of the 2019-2020 academic year, renewable
Closing date: 20th March 2018

Safeguarding

The British International School, Cairo is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school.

THE BRITISH INTERNATIONAL SCHOOL, CAIRO

JUNIOR SCHOOL CLASSROOM TEACHER
PERSONAL QUALITIES

Every teacher in the school is expected to possess, or work towards possessing, the competencies and skills that are recognised nationally by professional teaching bodies in the UK and in accordance with the School's policies. These competencies and skills are listed below.

Curriculum Content

Be able to…

- Demonstrate a sound knowledge of and practical skills in the subject or subjects forming the content of his/her teaching, at a level which allows him or her to stimulate and challenge pupils, and to recognise and address barriers to pupils' learning specific to the subject being taught;
- Be able to play his or her full part in developing pupils' skills in literacy and/or numeracy;
- Be able to use ICT and appreciate how to apply it effectively in learning and teaching;
- Contribute to the personal and social education of pupils within the schools;
- With colleagues, be able to plan and prepare coherent teaching programmes and lessons, including homework, which ensure continuity and progression in children's learning;
- Have knowledge of the learning process, curriculum issues and child development.

Communication and Approaches to Teaching and Learning

Be able to…

- Motivate and sustain the interest of all children in a class;
- Explain to and communicate with children clearly and in a stimulating manner;
- Question children effectively, and respond to their questions and support their contribution to discussions;
- Employ a range of teaching strategies, including use of homework to reinforce and extend work in class, and be able to select strategies appropriate to the subject, topic and children's needs;
- Select and use in a considered way, and in a number of different learning and teaching situations, a wide variety of resources;
- Demonstrate the ability to teach individuals, groups and classes;
- Set expectations and pace of work which make appropriate demands on all children and ensure that more able and less able children are effectively challenged;
- Identify and respond appropriately to children with difficulties in learning and recognise when to seek further advice in relation to their specific educational needs;
- Respond appropriately to cultural, gender, linguistic, religious and social differences, and to disabilities among children;
- Encourage children to make initiatives in, and become responsible for their own learning;
- Work cooperatively with other professionals and adults in the schools;
- Set an example to children in conduct and appearance;
- Evaluate and justify the approaches taken to learning and teaching.

Classroom Organisation and Management

Be able to…

- Organise classes and lessons to ensure that all children are productively employed when working individually, in groups or as a class;
- Demonstrate knowledge about, and to apply, the principles and practices which underlie good discipline and which promote positive behaviour;

- Create and maintain a stimulating, purposeful, orderly and safe learning environment for all children;
- Manage children's behaviour fairly, sensitively and consistently follow the appropriate rewards and sanctions established by the School.

Assessment

Be able to…

- Demonstrate an understanding of the principles of assessment and the different kinds of assessments that may be used;
- Assess children's attainment in line with the Schools' policy and against national standards where assessment leads to certification;
- Monitor, assess, record and report on aptitudes, needs and progress of individual children;
- Provide children with constructive oral and written feedback on their progress on a regular basis;
- Use the results of assessments to evaluate and improve teaching and to improve the standards of attainment.

National and Whole School Issues

Be able to…

- Demonstrate an understanding of the UK educational system;
- Demonstrate a knowledge of and uphold and support school policies, development/improvement plans and key stage development plans;
- Demonstrate a working knowledge of his or her contractual, pastoral and legal responsibilities;
- Demonstrate an awareness of his or her responsibilities for contributing to the ethos of the school, for example, by promoting positive relationships among staff, parents and children;
- Report to parents about their children's progress and discuss matters related to their personal and social development in a sensitive and constructive way;
- Demonstrate an understanding of the way roles and responsibilities are shared among staff and how to obtain help from staff within the schools, including those with responsibility for the curriculum, guidance, learning support and staff development;
- Be willing to contribute to the co-curricular life of the school;
- Demonstrate an understanding of and adhere to the guidelines in any child protection policy

The Values, Attributes and Abilities Integral to Teachers

- Be committed to and enthusiastic about teaching as a profession and encouraging children to become learners;
- Be committed to promoting children's achievements and raising their expectations of themselves and others, in collaboration with colleagues, parents and other stakeholders;
- Value and promote the moral well-being of children;
- Self-evaluate the quality of his/her teaching and set and achieve targets for professional development;
- Demonstrate the abilities associated with analysing situations and problems, seeking solutions and exercising sound judgement in making decisions;
- Value and promote equality of opportunity and fairness and adopt non-discriminatory practices, in respect of age, disability, gender, race or religion;
- Demonstrate a commitment to undertaking continuing professional development in order to keep up to date with and respond to changes in education.

March 2018

THE BRITISH INTERNATIONAL SCHOOL, CAIRO

RESPONSIBILITIES OF A JUNIOR SCHOOL CLASSROOM TEACHER

Class Teachers at BISC secure high quality teaching, improving standards of learning and achievement for all pupils, high standards of pastoral care and effective use of resources.

Key Areas of Professional Duties:

1. Curriculum development
2. Learning and teaching
3. Pastoral Care
4. Efficient and effective deployment of resources
5. Discuss with the Teaching Assistant the planning and resources for the week ahead and assistant, advise and support positively and professionally.

The Class Teacher (CT) will report to the HoJ/DHoJ through the Key Stage Coordinator (KSC) and Head of Year (HoY) with whom they work closely. The CT also liaises closely with Subject Co-ordinators (SCs) to develop and secure high standards of teaching, learning and achievement for all pupils in the subjects and areas they teach. The CT will be committed to continuous improvement in these objectives. The CT will observe and apply the policies of the School Handbook.

Curriculum Preparation and Planning

Class Teachers, reporting to KSCs, prepare and plan for all their teaching. CTs:

1. Set clear teaching aims and high expectations;
2. Teach from planned schemes of work ensuring continuity and progression;
3. Use internal and external assessment outcomes to assist the evaluation of subject teaching and learning, identify pupil needs and to secure improvements;
4. Support recommended improvements in subject teaching and learning;
5. Analyse pupil performance in relation to internal assessments and to local, international and IAPS schools' expectations;
6. Assist and further the School Improvement Plan.

Teaching and Learning

Class Teachers promote effective teaching and monitor pupils' progress in their teaching. They assist the evaluation of the quality of teaching and learning, pupil achievement and the setting of targets. CTs:

1. Implement all curriculum and teaching and learning and policies;
2. Assess and evaluate teaching and pupil learning;
3. Assist subject monitoring, e.g. through scrutiny of work and lesson observations;
4. Ensure effective development of pupils' literacy and information technology skills;
5. Ensure cross-curricular learning through a variety of creative experiences as appropriate, e.g. Book Week, Science Week, School Trips;
6. Involve pupils in developing their own learning through self-evaluation and reflection with peers and teachers;
7. Sustain improvement in subject knowledge (e.g. via CPD, INSET);
8. Keep up to date with UK curriculum developments;

9. Ensure planning is stored on the Junior School database;
10. Ensure that pupil results (as advised by the assessment coordinator) are recorded on assessment sheets in a timely way;
11. Ensure homework tasks are sent to pupils on Google Classroom and that homework grids are up to date;
12. Ensure displays are both interactive and value the pupils' work, are regularly changed and are of high quality (see Display policy).

Pastoral Care

Class Teachers are responsible for their pupils' day-to-day welfare.

1. Class Teachers promote, closely oversee and monitor the pastoral welfare, progress and discipline of all the pupils in their class. This includes supervision of pupils on school trips and at break times and lunch times.
2. Class Teachers will liaise as appropriate with staff, parents and external agencies/authorities over both pastoral and academic issues and concerns.
3. Class Teachers observe and apply the pastoral policies of the School Handbook.
4. Class Teachers maintain high standards of communication with staff, parents and pupils in all their professional duties.

Efficient and Effective Deployment of Resources

Class Teachers deploy appropriate resources for their teaching and ensure these are used efficiently, effectively and safely. CTs:

1. Manage resources for teaching including classroom areas and finance;
2. Deploy resources effectively to ensure value for money;
3. Liaise with Coordinators to create an effective and stimulating teaching and learning environment for pupils;
4. Liaise with KSCs and TAs over regular subject displays of pupils' work;
5. Maintain a 'Daily Board' for the day ahead with a list of lessons and relevant notices;
6. Email 'Daily Notes' to DHoJ and HoY when absent by 7:45 a.m. or preferably before;
7. Discuss with cover staff the work to be covered and resources for known absences;
8. Use the interactive whiteboard effectively.

March 2018