

Senior School Mathematics Teacher - Job Description

Job Description:	TEACHER OF MATHEMATICS
Starting Date:	August 2025
Responsible to:	Senior School Principal and Head of Mathematics Department
School Section:	Teach Mathematics across Grade 9 to 12, in both the IB Middle Years Programme (Grades 9-10) and the IB Diploma Programme (Grades 11-12) .
Main Working Relationships:	This Teacher will work as part of the Senior School Mathematics Team
Minimum Requirements:	Bachelor's Degree or equivalent; teaching qualification/licence; minimum four years teaching experience; knowledge and experience of IB programmes an advantage

Core Purpose:

The core purpose of the Mathematics Teacher role is to provide students with a stimulating, challenging and enjoyable learning experience both in and beyond the classroom, and to offer them the encouragement they need to thrive at International School Basel (ISB). Our Senior School Mathematics team works to enable all students, through the **Middle Years Programme (MYP)** and **Diploma Programme (DP)**, to learn Mathematics effectively as well as providing support for the academic and pastoral needs of the students, supporting the aims and values of the School at all times.

ISB Philosophy and Objectives:

It is expected that all teachers will become familiar with the school's mission and guiding statements, working to promote these in all aspects of their role.

**"We all want to learn more;
We all do it in different ways;
We all have fun learning;
We all help."**

Learning@ISB

Learning@ISB provides our community an overview of the key principles about learning that we value as a school in line with our mission and guiding statements.















ISB believes learning is a journey that happens when learners are engaged, motivated and academically challenged, generating an appetite for continuous learning and a compassionate attitude towards others and the betterment of the society and environment around them.




We strive to provide **enjoyable learning** that:



We will succeed if our learners embody the IB Learner Profile attributes as laid out by the IB. (© IBO <https://www.isbasel.ch/learn/international-baccalaureate>)

Expectations of a Teacher at ISB

A. Teaching and Learning	
Dimension	Element
1.  Understanding the Content, Concepts and Skills	A teacher at ISB demonstrates subject and curriculum knowledge by: <ol style="list-style-type: none"> Demonstrating deep and fluent knowledge of the content and concepts Explaining the content and concepts in different ways with multiple representation, analogies and/or examples Addressing common student misconceptions and sticking points
2.   Creating a Supportive Environment	A teacher at ISB creates a supportive environment by: <ol style="list-style-type: none"> Demonstrating positive, empathetic relationships which are sensitive to the individual needs of all students Promoting learner intrinsic motivation through feelings of competence, autonomy and relatedness Creating a climate of high expectations and high trust Maintaining positive and collegial relationships with parents and colleagues
3.   Maximising the Opportunity to Learn	A teacher at ISB maximises opportunities to learn by: <ol style="list-style-type: none"> Managing time effectively by giving clear instructions and having well established routines to manage transitions within lessons Consistently applying the ISB behaviour policy Intentionally leveraging the ethical use of technology
4. Activating Hard (Deep) Thinking: A teacher at ISB activates hard thinking by planning, structuring, explaining, questioning, interacting, embedding and activating	a)    A teacher at ISB plans and structures learning tasks to give an appropriate sequence by: <ol style="list-style-type: none"> Making Learning Objectives explicit Providing an overview of where the lesson fits into the whole theme Clarifying key ideas and concepts Making stages of progress explicit Matching learning tasks to the needs of each learner Providing equitable access by scaffolding learning to make tasks accessible to all
	b)     A teacher at ISB explains the lesson content so that: <ol style="list-style-type: none"> New ideas are presented and communicated clearly to promote purposeful inquiry New ideas are connected to prior learning, other curriculum areas and the wider world Examples are used to help understand and build connections, including to issues of global significance, social justice and cultural diversity (see GlobalCitizenship@ISB) New skills are demonstrated and/or modelled to generate action for change rooted in meaningful, relevant, genuine and authentic learning Service-learning is intentionally embedded into the curriculum
	c)   A teacher at ISB uses questioning to: <ol style="list-style-type: none"> Promote connected, flexible thinking (e.g Why? Compare?) Elicit student thinking by facilitating students' voice and choice Assess all students Use evidence from assessment to determine next steps Explore the opportunities, limitations and ethics of the digital world

	<p>d)  A teacher at ISB interacts positively with students to:</p> <ul style="list-style-type: none"> i) Respond to feedback from students about their thinking, knowledge and/or understanding ii) Give students actionable feedback to both challenge and guide their learning
	<p>e)  A teacher at ISB embeds learning by:</p> <ul style="list-style-type: none"> i) Creating tasks that embed and reinforce learning ii) Ensuring that students have sufficient practice to ensure that learning is fluent and secure iii) Revisiting and reviewing learning to prevent forgetting
	<p>f)  A teacher at ISB activates learning by:</p> <ul style="list-style-type: none"> i) Helping students to regulate and monitor their own learning ii) Helping students to progress from structured teacher-led learning to more independent student-led learning iii) Encouraging students to explore new ideas and take risks in their learning
B. Assessment and Reporting	
<p>A teacher at ISB:</p> <ul style="list-style-type: none"> Monitors, assesses and reports on learners' work and progress, in accordance with ISB's policy and procedures on assessment and reporting ISB Assessment Beliefs Sets, communicates, and assesses homework/home learning and formative work regularly in line with school and department policy 	
C. Curriculum Development	
<p>A teacher at ISB contributes to the development of curriculum (the production and ongoing review of units and/or schemes of work - including Interdisciplinary Units), ensuring both diversity and inclusivity are incorporated to student learning experiences</p>	
D. Student Well-being	
<ul style="list-style-type: none"> All teachers are required to complete safeguarding training and to follow the ISB guidance on Child Protection and Safeguarding. ISB teachers play an active role in all aspects of the pastoral care of students, focusing on their social and emotional development. Almost all teachers in the Junior, Middle and Senior School are also homeroom tutors All teachers are familiar with and committed to promoting and embodying Wellbeing@ISB 	
E. IB specific responsibilities	
<p>A teacher at ISB:</p> <ul style="list-style-type: none"> Models and promotes the IB learner profile Supervises students for the PYP Exhibition, MYP Personal Project and/or DP Extended Essay, as required Seeks ways to take learning outside the classroom; identifying opportunities and take advantage of resources to contextualise learning locally, regionally, and/or globally 	
F. Wider professional responsibilities	
<p>A teacher at ISB:</p> <ul style="list-style-type: none"> Contributes to the holistic life of the school through involvement in our Activity Programme and participation in our thriving school community 	

- Is actively involved in school-related activities, such as concerts, sports events, graduation, etc.; some of which may take place outside of the school day
- Is fully aware of the health and safety policy and procedures and implement these in all aspects of the role

G. Skills and attributes

A teacher at ISB:

- Creates a stimulating learning environment which engages all students, drawing from a wide range of cultural and educational backgrounds/perspectives
- Works collaboratively with EAL and Learning Support teachers in a co-teaching learning model, as required
- Works collaboratively with colleagues within and across subject disciplines
- Demonstrates IT competence and experience
- Is passionate about keeping up with developments in the field of education, through reading and participating in in-service courses and workshops
- Shows willingness to be a 'risk-taker', trialling and sharing new ideas
- Has excellent communication skills in English, both oral and written
- Has excellent interpersonal and organisational skills
- Exercises tact and discretion and maintains appropriate confidentiality
- Has a strong work ethic and an excellent attendance record
- Demonstrates reliability and initiative both individually and as a team member in support of school activities both within and outside of the classroom
- Is adaptable, flexible and positive

Updated: March 2025