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| <b>LOCATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | The British Vietnamese International School (BVIS) Ho Chi Minh City                                                                                                                                                                                                                                                                                                                                                       |
| <b>JOB TITLE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Secondary: Humanities Teacher                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>JOB PURPOSE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | To support the Secondary Headteacher and leadership team in fulfilling the school's mission statement by delivering a high quality education to children                                                                                                                                                                                                                                                                  |
| <b>REPORTING TO</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Head of Department                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>DIRECT REPORTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>OTHER KEY RELATIONSHIPS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students, families (current or prospective)                                                                                                                                                                                                                                                                                                                                                                               |
| <b>PACKAGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Competitive                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>SAFER PRACTICES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>The British Vietnamese International School, is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including references from previous employers in accordance with our recruitment policy. Interviews will be conducted in person, and they will explore candidates' suitability to work with children.</b> |
| <b>KEY RESULT AREA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>MEASURES OF PERFORMANCE</b>                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>General Responsibilities</b> <ul style="list-style-type: none"> <li>Promote the 'mission' and philosophy of the school ensuring that children are working towards being truly bilingual, international citizens;</li> <li>work in collaboration with colleagues in the Humanities department to develop an excellent humanities curriculum</li> <li>Ensure that planning, preparation, recording, assessment and reporting are of the highest quality and meet the varying learning and social needs of students;</li> <li>Be flexible and adjust to the needs of the school, actively contributing to the school development plans and growth;</li> <li>Demonstrate thorough curriculum knowledge, teach and assess effectively;</li> <li>Use the student tracking and monitoring process to advance student learning and enhance professional practice in line with the school's aspirations and priorities;</li> <li>Take personal responsibility for professional development;</li> <li>Communicate effectively the school's narrative, being an ambassador for our school at all times.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Quality Learning</b> <ul style="list-style-type: none"> <li>Subject Knowledge: outstanding knowledge of subject topics and curriculum;</li> <li>Effective use of robust AfL strategies;</li> <li>Planning: work is well matched to a full range of learners, so that nearly all are suitably challenged;</li> <li>Activities: all learners are challenged to develop higher order thinking skills. When appropriate learners are encouraged to explore, inquire, seek clarity, and think critically and imaginatively;</li> <li>Time and pace: highly effective and challenging timings allow the lesson to proceed with pace and purpose;</li> <li>Resources: Highly effective use of resources, including TAs. All resources are well chosen, utilised and deployed.</li> </ul> <b>Learner Output</b> <ul style="list-style-type: none"> <li>Progress/ learning: all learners make the best possible progress in their learning throughout the lesson. All learners can demonstrate/ apply/ transfer learning in relevant contexts;</li> <li>Attitudes: all learners display positive attitudes throughout the entire lesson;</li> <li>Engagement: all learners are enthusiastic and display high levels of motivation. Learners are responding well to being stretched, taking risks and using their initiative;</li> <li>Initiative: all learners effectively work independently and/ or collaboratively;</li> <li>Assessment: all learners can confidently explain their current achievement, in relation to grade &amp; personal learning targets and can describe ways for further improvement.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Feedback, Tracking, Assessment, Recording, Reporting</b> <ul style="list-style-type: none"> <li>Make effective use of formative feedback and summative assessment to plan challenging learning opportunities for all students;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                           |

- Monitor and record students' learning to ensure they remain on track to achieve challenging targets;
- Report on progress to appropriate stakeholders.

#### **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;
- 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.

#### **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.

#### **Personal Development**

- Continual development through the identification and implementation of your own Personal Development Plan

Development Plan to include:

- Continually striving to improve performance;
- Setting and working towards targets with the Head of Science, linked to the school development plan;
- Participating in learning walks, observations and coaching as appropriate.

#### **OTHER**

Promote and adhere to the Nord Anglia Education vision and values:

- **Opportunity** - for us, opportunities need to be meaningful, about achieving potential and making progress.
- **Impact** - for us, impact is about making a difference. It needs to be immediate, positive and lasting.
- **Leadership** - for us, leadership is about considering the team's needs as well as your own, setting inspiring examples, being supportive and showing real accountability and responsibility.
- **Respect** - for us, respect is about listening, being inclusive, showing tolerance and getting the little things right

Promote and embodies the NAE Core 7 Leadership Capabilities

All staff are required to manage effective personal development as part of the Company's commitment to invest in staff as the key resource in the organisation.

- Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation
- A commitment to safeguarding and promoting the welfare of all pupils
- Willingness to undertake appropriate child protection training when required
- Any other appropriate duties as allocated by the Principal or Headteacher

**Be a valued member of the team and organisation**

| PERSON SPECIFICATIONS                                                                                             |                  |
|-------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Qualifications/Training</b>                                                                                    |                  |
| • Qualified to degree level or above plus PGCE/QTS                                                                | Essential        |
| • Experience of delivering a UK National Curriculum to KS3                                                        | Essential        |
| • Experience of delivering GCSE and/or A Level                                                                    | Essential        |
| <b>Experience</b>                                                                                                 |                  |
| • 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 perform highly | Essential        |
| • Working in partnership with parents                                                                             | Essential        |
| <b>Skills</b>                                                                                                     |                  |
| • Excellent oral and written communication skills                                                                 | Essential        |
| • Experience of leading meetings or INSET sessions                                                                | Desirable        |
| • Range of teaching experience with 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        |
| <b>Personal Attributes</b>                                                                                        |                  |
| • High levels of personal integrity.                                                                              | Essential        |
| • Excellent organisational and time-management skills                                                             | Essential        |
| • Attention to detail                                                                                             | Essential        |
| • Passionate about education and young people                                                                     | Essential        |
| • Ability to work under pressure and remain calm                                                                  | Essential        |
| • Willingness to take on multiple tasks                                                                           | Essential        |
| • Proactive and able to prompt others to ensure deadlines are achieved                                            | Essential        |
| • Self-motivated and enthusiastic                                                                                 | Essential        |
| • Ability to work independently                                                                                   | Essential        |
| • Continually strive for improvement and to continued professional development                                    | Essential        |
| • Adaptability                                                                                                    | Essential        |

## OTHER CONDITIONS

Compliance with visa requirements for working in Vietnam.

At Nord Anglia Education we are committed to providing a world class, safe, happy environment in which children and young people are able to thrive and learn. We are committed to safeguarding and promoting the welfare of all our pupils irrespective of race, ability, religion, gender or culture.

All post holders in regulated activity (having regular unsupervised contact with children) are subject to appropriate national and international vetting procedures including satisfactory criminal record checks from both Country of residence/birth and any Country of residence within the last 10 years.

Dear Applicant,

Thank you for your interest in working at a Nord Anglia Education school.

By joining one of our schools, you will be welcomed into a global community of approximately 9,000 people working together in 47 schools located in 18 countries around the world. Together, we educate approximately 45,000 students globally from ages 2 to 18 across China, Southeast Asia, the Middle East, The Americas and Europe.

Each of our schools are unique in character and offer an education tailored to meet the needs of its community. However, all our schools are united by our 'Be Ambitious' philosophy – we are ambitious for our students, our people and our family of schools. This means that we want every student to achieve more than may have ever thought possible which we ensure through personalised learning enhanced with unique global opportunities.

As a fast-growing family of schools, we also offer unique opportunities for you to grow professionally and develop your career. In addition to gaining exceptional experience in our schools, our teachers have access to a wide range of resources and support to enhance their success. We offer every teacher extensive training and resources through Nord Anglia University, our vibrant professional development community. Nord Anglia University connects you to colleagues around the world in our online international staff room and also provides access to courses, seminars and the support of educational experts.

Through unique collaborations with The Juilliard School and the Massachusetts Institute of Technology (MIT), you will also get unrivalled access to world leading experts in the performing arts and STEAM subjects (science, technology, engineering, arts and maths). Also, our collaboration with King's College London, exclusive to Nord Anglia staff, gives you a chance to earn your Executive Master's in International Education.

You can find out more information about what makes our schools a great place to teach at [www.nordangliaeducation.com/careers](http://www.nordangliaeducation.com/careers)

Good luck with your application.

**Paul Holyome**  
**Principal**