

LOCATION	Nord Anglia International School Al Khor (NAISAK)	
JOB TITLE	Primary Teacher	
JOB PURPOSE	<p>The Primary Teacher will develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. The Primary Teacher is involved in the social, intellectual, physical and moral development of students in their classroom. They need a passion to inspire young minds and a commitment to ensuring that every child achieves their potential.</p> <p>The Primary Teacher will develop schemes of work and lesson plans in line with curriculum objectives. They will facilitate learning by establishing a relationship with students and by the organisation of learning resources and the classroom learning environment.</p> <p>The Primary Teacher will assess and record progress made, linking students' knowledge to earlier learning and develop ways to encourage it further, challenging and inspiring students to help them deepen their knowledge and understanding.</p>	
REPORTING TO	Year Leader	
DIRECT REPORTS	Primary Team/Learning Assistants	
OTHER KEY RELATIONSHIPS	Leadership Team, NAISAK Community	
KEY RESULT AREA	MEASURES OF PERFORMANCE	
<ul style="list-style-type: none"> ▪ Promote and embodies <i>The CORE 7 Leadership Capabilities:</i> ▪ Accountable – Establishes a high performing culture and accepts accountability for organisational performance. ▪ Establish a safe and purposeful working environment for all ▪ Plan effective teaching programmes which provide exemplary learning opportunities within and beyond the classroom ▪ Make use of formative and summative assessments to plan challenging learning opportunities for all students ▪ Track student progress to ensure they remain on track to meet challenging targets ▪ Instil a learning culture of pride and respect within the classroom ▪ Engage and challenge student learning through questioning and discussion techniques and proven pedagogical strategies ▪ Maintain high levels of behaviour and discipline ▪ Meet personal Performance targets ▪ Perform any reasonable task as required by the line manager or head of school. ▪ Act as an advocate for the school within the wider community ▪ Promote and adhere to Nord Anglia Education’s vision and values 	<p>Student performance and outcomes</p> <p>Classroom observations</p> <p>Performance Review</p>	
<p>1. Strategic – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction</p> <ul style="list-style-type: none"> ▪ Contribute to the School Improvement Plan and promote the learning priorities of the School Development Plan ▪ Communicate the school’s vision within your own classroom ▪ Implement innovative teaching practices to improve student outcomes and experiences 	<p>Data tracking/results</p> <p>Classroom observations</p> <p>Performance Review</p>	

<ul style="list-style-type: none"> ▪ Analyse student data effectively, implementing necessary changes to improve standards ▪ Reflective on student and personal performance ▪ Operate at all times within the stated policies and practices of the school 	
<p>2. Collaborative – Works collaboratively with others to achieve organisational outcomes</p> <ul style="list-style-type: none"> ▪ Work collaboratively and cooperatively with colleagues across the Primary Stage ▪ Engage with all school stakeholders in a respectful, open and inclusive manner ▪ Contribute to the preparation of action plans and other support mechanisms ▪ Enable collaboration by providing opportunities for students to work collaboratively ▪ Create a classroom environment where students act with integrity and are receptive to the ideas of others ▪ Use NAU to collaborate with teachers from across the family of schools ▪ Promote opportunities for students to take advantage of NAE initiatives e.g. Global Campus 	<p>Peer/Parent feedback Classroom observations Participation on NAU</p>
<p>3. Entrepreneurial – Creates organisational value for diverse stakeholders and achieves commercial success</p> <ul style="list-style-type: none"> ▪ Take ownership of your classroom by being cognizant of budgets and impact of performance on budgets ▪ Implement innovative ways of engaging students and parents to the wider school and NAE community ▪ Share and contribute ideas within the school and through NAU ▪ Contribute ideas that will increase the revenue of the school 	<p>Classroom observations Supporting capacity</p>
<p>4. Enabling – Drives excellence through valuing and developing others</p> <ul style="list-style-type: none"> ▪ Promote excellence in teaching; sharing best practice with colleagues and peers ▪ Engage and motivate students as well as enabling them to make decisions, develop personal goals and achieve success ▪ Celebrate individual and shared success of the Primary Stage ▪ Manage personal PMPD and CPD opportunities ▪ Provide necessary support and training for your Learning Assistant ▪ Establish positive relationships with students and parents 	<p>Classroom observations Student engagement Parent feedback/survey Performance Review Personal Development Plan progress</p>
<p>5. Agile – Achieves personal and organisational success within a changing, dynamic and complex environment</p> <ul style="list-style-type: none"> ▪ Ensure that students’ personal development is effectively promoted through the curriculum and other activities ▪ Adapt approach and behaviour to meet changing conditions and expectations within the Primary Stage ▪ Prioritise tasks to ensure deadlines are met ▪ Build excellent relationships with students, staff and parents 	<p>Classroom observations Deadlines met Parent feedback</p>

<ul style="list-style-type: none"> ▪ Act with a high degree of cultural sensitivity and respect diversity of the school community ▪ Demonstrate tolerance to change and acceptance of alternative views, being inclusive and respectful of other’s viewpoints ▪ Open to learning and seeking out new ideas and innovations that will benefit you, the students and the school 	
<p>6. Resilient – Demonstrates personal resilience within a demanding environment of high expectations</p> <ul style="list-style-type: none"> ▪ Work well in a fast-paced environment with a relentless focus on improvement ▪ Work independently and as part of a team striving for improvement ▪ Be organised and meets deadlines ▪ Demonstrate enthusiasm for the school, promoting the goals of NAISAK and NAE ▪ Manage emotions and be aware of the impact of personal actions upon others ▪ Face challenges head on, and be open to learning from successes and set-backs ▪ Seek advise and feedback from mentors and line managers 	<p>High expectations are all met End of PMPD cycle rating</p>
<p>Personal Development</p> <ul style="list-style-type: none"> ▪ Continual development through the identification and implementation of your own Personal Development Plan 	<ul style="list-style-type: none"> ▪ Improved performance ▪ Performance appraisal ▪ Personal Development Plan
<ul style="list-style-type: none"> ▪ 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 children. ▪ Willingness to undertake appropriate child protection training when required 	

PERSON SPECIFICATIONS

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Qualifications/Training	
▪ University educated with an Honours Degree,	Essential
▪ Hold a recognised teaching qualification	Essential
▪ Evidence of ongoing professional development	Essential
▪ Hold or working toward masters level qualification or equivalent	Desired
In-depth knowledge and understanding of:	
▪ Primary English National Curriculum	Essential
▪ International Primary Curriculum (IPC)	Desired
▪ Provision of high standard English as a second language	Essential
▪ Life without Levels	Desired
▪ Awareness of current educational issues and up to date curriculum developments, internationally	Essential
▪ Application of effective teaching and learning strategies that achieve high levels of teaching and pupil achievement	Essential
▪ Awareness of how international schools vary from state schools	Essential
▪ Have experience of a school self-evaluation	Essential
▪ Awareness of effective use of ICT	Essential
▪ Primary Stage student data analysis	Essential
▪ Demonstrate research into an educational theme or topic	Essential
▪ Effective experience of performance management	Desired
▪ Staff development	Essential
▪ Ability to inspire and enthuse pupils, staff and parents	Essential
▪ Ability to effectively handle parental concerns	Essential
▪ Secure the loyalty and confidence of all staff, students and parents	Essential
▪ Take full involvement in the whole life of the school, to include events and after school activities	Essential
▪ An understanding of how to set appropriate targets for school performance, and how to prepare, monitor and evaluate an action plan in relation to those targets	Essential
▪ Ability to communicate effectively to a wide range of different audiences	Essential
▪ Have classroom credibility	Essential
Personal Attributes	
▪ Passionate about delivering quality education	Essential
▪ Able to command respect of pupils, staff and parents	Essential
▪ Respects the contribution of all individuals	Essential
▪ Organised	Essential
▪ Reliable with an attention to detail and a commitment to quality	Essential
▪ Communicator – the ability to communicate inspirationally & effectively to both internal and external audiences, to incorporate successful negotiation and consultation	Essential
▪ Energetic	Essential
▪ Innovative	Essential
▪ Open and Honest	Essential
▪ Have the enthusiasm, initiative and determination to work as a role model for the school	Essential
▪ Determined	Essential