

LOCATION	The British Vietnamese International School Hanoi (BVIS)
JOB TITLE	Primary Subject Specialist; Art
JOB PURPOSE	To be an outstanding classroom practitioner who develops students so that they become the best that they can be.
REPORTING TO	Head of Section, Principal
DIRECT REPORTS	Class Teachers, Head of Primary
OTHER KEY RELATIONSHIPS	Students, families (current or prospective)
PACKAGE	Competitive
SAFER PRACTICES	The British Vietnamese International School, Hanoi 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.

KEY RESULT AREA

Teaching and Learning

- To promote the 'mission' and philosophy of the school ensuring that children are working towards being International citizens.
- To ensure that planning, preparation, recording, assessment and reporting are of the highest quality and meet the varying learning and social needs of students.
- To be flexible and adjust to the needs of the school, actively contributing to its development and growth.
- To 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;
- To take personal responsibility for professional development.
- To communicate effectively the school's narrative, being an ambassador for our school at all times.

Planning, Teaching and Class Management

Teacher Input

- Subject Knowledge: Outstanding knowledge of subject topic and curriculum, and an ability to teach to the highest possible standard KS1 and KS2 students;
- Language: being a dual language school with a strong EAL bias, every consideration should be given to language and content objectives in planning and delivery;
- Planning: Work is well matched to a full range of learners, so that nearly all are suitably challenged;
- 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;
- Time and pace: Highly effective and challenging timings allow the lesson to proceed with pace and purpose;
- Resources: Highly effective use of resources, including TAs. All resources are well chosen, utilised and deployed.

Learner Output

- Progress/ learning: All learners make the best possible progress in their learning throughout the lessons; All learners can demonstrate/ apply/ transfer learning in relevant contexts.
- Attitudes: All learners display positive attitudes throughout the entire lesson. All students to engage positively towards the IPC Personal Goals
- Engagement: All learners are enthusiastic and display high levels of motivation. Learners are responding well to being stretched, taking risks and using their initiative.
- Initiative: All learners effectively work independently and/ or collaboratively.
- Assessment: All learners can confidently explain their current achievement, in relation to grade & personal learning targets and can describe ways for further improvement.

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;

- Take full consideration of EAL needs in assessment and reporting, as appropriate;
- Report on progress to appropriate stakeholders.

Pastoral Duties

- Establish a purposeful and safe learning environment for all students;
- Promote the general progress and well-being of individual students and of the tutor group as a whole;
- Contribute to the preparation of action plans and other support mechanisms;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Communicate effectively with parents of students, liaising with other staff as appropriate

Extra-Curricular Activities

- Support the life of the school beyond the classroom;
- Lead two or more agreed after school activities each week (ECAs)

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

OTHER

- Promote and embodies *The CORE 7 Leadership Capabilities*:
 1. **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
 2. **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
 3. **Collaborative** – Works collaboratively with others to achieve organisational outcomes
 4. **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
 5. **Enabling** – Drives excellence through valuing and developing others
 6. **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
 7. **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations
 - 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
- ☞Be a valued member of the team and organisation☞

PERSON SPECIFICATIONS	
Experience / Knowledge	
• Degree plus PGCE/QTS	Essential
• Good working knowledge of the English National Curriculum and National Literacy Strategy/levels	Essential
• Good classroom practice and interpersonal skills	Essential
• Ability to prioritise workloads and to work on own initiative	Essential
Skills	
• Good working knowledge of the International Primary Curriculum	Highly desirable
• Previous experience with SE Asian students in TEFL environment	Desirable
• Experience of leading meetings or INSET sessions	Desirable
Qualities specific to a dual-language school	
• EAL levelling	Essential
• Be able to engage and inspire new learners of English	Essential
• Be open to ideas, to continued professional development	Essential
• Be creative in the design and delivery of the curriculum	Essential
• Be energetic and prepared to go the extra mile in shaping the school's future	Essential
Personal Attributes	
• High levels of personal integrity.	Essential
• Excellent organisational and time-management skills	Essential
• Attention to detail	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	Essential

OTHER ESSENTIAL CONDITIONS

1. 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.
2. 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.
3. Candidates must fully comply with visa requirements for working in Vietnam.

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 staffroom 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

Good luck with your application.

Mark Sayer
Principal