



## HIK SVS INTERNATIONAL SCHOOL

# JOB DESCRIPTION – EARLY YEARS TEACHER

### CORE PURPOSE

***The postholder will be required to exercise his or her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below.***

To be accountable for raising the standards of teaching, learning and attainment of pupils taught directly by them in their class, subject or curriculum area. To deliver the professional academic responsibilities common to all classroom teachers at the school as listed below to a good standard. To undertake regular pastoral care of a group of pupils. To make an appropriate and significant contribution to the distinctive ethos of the School, and the 'Four Journeys' of the wider curriculum, through extra-curricular activities, leadership and service activities, and contributing to the community life of the School.

**RESPONSIBLE TO:** Ultimately to the Principal of the School. In the first instance to the Vice-Principal (or where the staffing structure requires, to another immediate designated Line Manager, who might be another member of SMT, and through them to the Vice Principal) and in turn through the Vice-Principal to the Principal.

### SPECIFIC RESPONSIBILITIES

#### **TO ACQUIRE AND DEVELOP THE FOLLOWING:**

##### **1. Professional Attributes**

Including high expectations of all pupils, establishing strong and positive relationships, acting as a role model, developing awareness of professional and legal responsibilities as a teacher, understanding the way the school works, and sharing in collective responsibility for implementing its policies and procedures.

## **2. Teaching and Learning**

Maximising learning outcomes through high expectations; personalised learning; excellent pedagogical and subject knowledge; strong professional knowledge of the learning process including how to develop engagement, progression, motivation, confidence and enjoyment; good classroom management and professional judgement; and a reflective and self-evaluative approach to personal professional development and the enhancement of teaching and learning.

## **3. To make an Appropriate and Significant Contribution to the Ethos of the School, and in particular the 'Four Journeys' of the wider curriculum**

To make an appropriate and significant contribution to the academic progress, extra-curricular activities, leadership and service development programme, and wider community life of the School, as directed by the Principal.

## **4. Working Collaboratively**

To work collaboratively with all colleagues and the whole school staff; to work as part of a team and to share planning, teaching and learning approaches, duties and responsibilities including a common duty of care at all times within the School and on School trips or activities, to provide cover for absent colleagues as required, and to be supportive of the professional ethos of the School at all times.

## **5. To take Responsibility for Personal Professional Development**

To act upon advice and feedback, to identify training priorities and needs, and to undertake appropriate courses, development sessions, and qualifications as appropriate

***Please see the attached detailed illustrative list of these responsibilities for further guidance.***

***Updated March 2019***

# **PROFESSIONAL RESPONSIBILITIES OF A TEACHER AT HIK SVS INTERNATIONAL SCHOOL – DETAILED ILLUSTRATIVE LIST**

## **1. PROFESSIONAL ATTRIBUTES**

- 1.1 Have high expectations of pupils including a commitment to ensuring they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them
- 1.2 Demonstrating the positive values, attitudes and behaviour which the teacher also expects from pupils.
- 1.3 Awareness of and compliance with the professional and legal duties of teachers and the statutory framework within which they work, including Health and Safety and Child Protection issues.
- 1.4 Awareness of the policies and practices of the workplace and sharing in collective responsibility for their implementation.
- 1.5 Work co-operatively and collaboratively with colleagues in and out of the classroom.
- 1.6 Understand the management and line management structures of the school and the roles of colleagues with specific responsibilities

## **2. TEACHING AND LEARNING**

### **2.1.1 Setting High Expectations**

- a. Setting high and appropriate expectations for all pupils
- b. Demonstrating that the teacher is a positive role model at all times
- c. To be able to maximise the learning outcomes of a class over a period of time
- d. To support and implement the concept of 'personalised learning', and to be able to maximise the learning outcomes of each individual for whom they have responsibility
- e. To make appropriate provision for individuals with particular needs such as Learning Support or Gifted and Talented provision

### **2.1.2 Class Teacher and Subject Knowledge**

- a. To have a secure knowledge of the range of academic requirements of a class teacher and of their curriculum areas, and the ability to communicate this to pupils
- b. To be responsible for keeping academic and pedagogical knowledge up to date and in depth, to understand the layers of complexity of pedagogical knowledge, and be able to make more complex topics accessible through highly varied teaching and learning approaches, such as simplified visual imagery, analogy, stepped sequences, games, drama and movement, use of ICT etc.
- c. To have a good working knowledge of the teaching of phonics and ideally the "Jolly Phonics" scheme.
- d. To have a good knowledge of the requirements of any syllabus taught and the application of knowledge and understanding required in School or other (public) examinations which may be taken by pupils

## **2.3 Professional Knowledge**

- a. To establish a safe and purposeful, supportive environment in which pupils can learn effectively, including classroom and out of school contexts
- b. To develop a good understanding of the learning process and how pupils learn, to underpin the planning and sequencing of learning tasks and develop the process of 'learning how to learn', and offering appropriate challenge and support....
- c. To create effective lesson plans, and to plan effective sequences of lessons which comply with Schemes of Work and allow for individual needs and differences in the classroom
- d. To have developed a range of teaching, learning and behaviour management strategies to deliver the aims and objectives of the School as expressed in Schemes of Work; to promote teaching and learning activities which stimulate pupil interest and involvement
- e. To have knowledge of a range of age-appropriate assessment techniques including formative assessment, teacher summative assessment, peer and self-assessment and the ability to apply these; to implement the School policy on assessment, and the School policy on record-keeping to ensure close tracking of pupil progression.
- f. To implement School policy with regard to levels of expectation of classwork and any homework or 'prep' set, and to ensure that such tasks are understood and followed by all pupils
- g. To provide information on pupil progress and achievement as required for reports, grades, referrals and references
- h. Have a good working knowledge of ICT skills and applications appropriate to the activities and age group taught
- i. To make pupils aware of opportunities for extending their educational experience outside those timetabled, both in and out of school, and to foster and support participation in such activities as appropriate

### **2.4.1 Professional Judgement**

- a. To establish and sustain a clear age-appropriate framework of classroom expectations, management, fun and discipline, compliant with school policy, which promotes learning, enjoyment, confidence, motivation, self-control and independence in pupils

### **2.4.2 Capacity to Reflect and Evaluate**

- a. To engage in regular reflection and self-evaluation regarding professional practice, and to be able to evaluate the impact of their teaching on the progress of all their pupils and modify it appropriately.

## **3. TO MAKE AN APPROPRIATE AND SIGNIFICANT CONTRIBUTION TO THE ETHOS OF THE SCHOOL, AND IN PARTICULAR THE 'FOUR JOURNEYS' OF THE WIDER CURRICULUM**

- a. To make an appropriate and significant contribution to the academic progress, enrichment activities, leadership and service development programme, and wider community life of the School, as directed by the Principal.
- b. To lead or contribute significantly to a number of extra-curricular activities across the School, and to encourage participation and develop pupils' skills and expertise in these activities
- c. To undertake appropriate professional training and development in the areas of those extra-curricular activities
- d. To ensure that leadership and service activities are promoted within the class and year-group, and across the School; to participate as a member of staff in belonging to and helping to run a House, and to help organise House events and activities
- e. To play a full role in the wider community of the School, attending all major formal and social School events as required, undertaking a share of organising such events, making positive relationships across the community including with all pupils and parents, promoting the School and its values and ethos at all times, and in particular promoting pupil service to the School and wider community

#### **4. WORKING COLLABORATIVELY**

- a. Communicate effectively as required with pupils, colleagues, Principal, Governors and parents
- b. Liaise with Principal, colleagues, parents / guardians as required to promote the well-being of pupils at all times
- c. To advise the Principal or Vice-Principal of resource or curriculum needs of which he /she may not be aware
- d. To undertake an equitable share of the setting and marking of internal examinations, class tests, or public examination coursework assessment as required
- e. To contribute to Schemes of Work and learning resources as agreed
- f. To provide all relevant information to the Principal as required – predicted grades, pupil entries, attendance, and any other information requested, and to make sure that pupils and parents are well informed about any forthcoming tests and examinations
- g. To report back to the School from INSET or working groups
- h. To support the Principal and Vice-Principal in providing professional support and guidance for student teachers or NQTs within the School as required
- i. To be familiar with procedures within the Staff Handbook to help the smooth running of the school
- j. Contributing to school self-review and to the relevant sections of the school Self Evaluation process concerning effectiveness in teaching and learning and pastoral care
- k. Any other duties that might reasonably be expected of an HIK SVS International School Teacher, and required by the Principal, as befits this standard position within the school staffing structure

#### **5. TO TAKE RESPONSIBILITY FOR PERSONAL PROFESSIONAL DEVELOPMENT**

- a. To undertake appropriate in school or externally provided professional development as agreed with the Principal or Vice-Principal to enhance teaching skills and subject knowledge
- b. Act upon advice and feedback, and be open to coaching and mentoring
- c. To play a role as appropriate in the development of School self-review and approaches to teaching and learning; to undertake responsibilities within the School which might be reasonably delegated or shared
- d. To participate in School consultation concerning the class teaching, subject or curriculum area and the cross-curricular work of the School as appropriate
- e. To identify other key areas for personal development in knowledge and skills which will enhance the development of the school's provision, in line with the School Development Plan

***Updated March 2019***

***We are committed to the safeguarding of children and Child Protection screening is undertaken for this role and updated regularly for all adults working in the school. It is every employee's responsibility to promote and safeguard the welfare of children and young persons he/she is responsible for or comes into contact with.***