

Job Description – Teacher

Job Title	Teacher
Line Manager	Head of School / Principal
Needed for:	For August 2021

Purpose and Mission : To support the following Amity International Strategic Priorities All Staff are expected to work collaboratively to further the school's development and achievement of its strategic aims (see attached)

Key Performance Indicators <ul style="list-style-type: none"> • High quality teaching and learning observed as part of the annual appraisal cycle • Learner surveys indicate that pupils feel challenged and supported in lessons • Students outcomes in internal and external assessments demonstrate that pupils make good progress
Values <ul style="list-style-type: none"> • Inspiring Excellence: The pursuit of excellence is encouraged in all areas of school life. • Celebrating Diversity: Our community is culturally rich and a source of benefit for all learners. • Collaboration: Working together, we are more effective. • Togetherness: An Amity education is done with and for our pupils rather than to them. Respect based on a culture of integrity, accountability, compassion and sense of fairness means that collectively, the school works together to ensure that the School fulfils its commitment to its community in the best way possible.
Duties and Responsibilities <p>As a teacher, you will be expected to follow the guidelines set out in the staff handbook which outlines all the expectations related to planning, assessment, and other aspects of general teaching and learning at Amity. There will also be wider pastoral, co-curricular roles, and other school duties. All staff are also expected to contribute towards helping to deliver the whole school strategic priorities.</p> <p><i>Teaching and Learning Responsibilities:</i></p> <ul style="list-style-type: none"> • Model and deliver outstanding and innovative teaching practice in an inspirational way. • Deliver high quality learning sequences which engage students, develop student knowledge and skills and help students to become independent learners • Have high expectations of all pupils • Monitor pupil progress by collecting relevant data from regular formative and summative assessments and observations • Use such data to set targets and plan subsequent learning • Communicate effectively with parents with regard to students' achievements and well-being • Have a working knowledge and understanding of how to assess in relation to UK statutory and local assessment requirements as per the relevant subject or curriculum area that the role relates to • Maintain discipline by encouraging adherence to the school's expectations on punctuality, good and courteous behavior, standards of work and safe learning, in accordance with the school's behavior policies and procedures which detail the strategies, sanctions and rewards that are to be used • Involve and motivate pupils as appropriate to their needs by maintaining good relationships with them, exercising appropriate authority, and acting decisively when necessary • Mark accurately and provide guidance and feedback to pupils orally and in writing in a manner consistent with school policies and procedures, referring to student performance targets, and encouraging students to respond to the feedback

- Provide varied learning materials in order to accommodate the relative strengths of all pupils in order that all pupils are able to learn effectively
- Have a clear understanding of the needs of all students, and an ability to deploy strategies to provide distinctive teaching approaches to engage and support them

Wider faculty contribution

- Support the delivery of the vision for your department and/or key stage and the wider school
- Working with other staff, collaborate in the planning by developing an exciting and engaging curriculum.
- Support robust and formative assessment systems within your Key Stage/Department and support any required intervention
- Participate and contribute to the programme of professional development within the department/Key Stage and actively seek opportunities for your own personal development
- Respond to and take advice & feedback from colleagues within the context of school professional development reviews and appraisals
- Contribute positively to the wider life and ethos of the School including the weekly co-curricular activities (minimum two per week), school supervision duties, staff absence cover and occasional weekend and residential activities
- Develop effective professional relationships with colleagues with the aim of creating a sharing and collaborative staff body where specialist advice and support is readily available

Personal and Professional Conduct

- Always maintain high standards of ethics and behaviour, within and outside School
- Ensure that pupils are always treated with dignity in order that a culture of mutual respect is maintained. A tolerance and respect for the rights of others is core to the school's ethos.
- Staff should always be mindful of observing appropriate boundaries in order that the teacher's professional position is not compromised in any way
- Adhere at all times to the School's Safeguarding policy and procedures and regard the child protection and well-being of paramount importance
- Support and encourage the values and aims of the UAE including tolerance of those with different faiths and beliefs and being mindful of sensitive topic areas
- Have proper and professional regard for the ethos, policies and practices of the School and maintain high standards in their own attendance and punctuality

Other responsibilities

- Attend staff meetings, open evenings, parents' evenings, morning assemblies and staff morning briefings unless on duty.
- If required, act as a tutor for a form group, and in doing so, take an active interest in tutees academic, pastoral and co-curricular activities, supporting them so that they benefit from the wide and varied curriculum and co-curriculum available, make judicious choices on how they use their time, and develop the skills and character attributes to be successful in meeting their higher education and career aspirations
- Follow all agreed School Policy and procedures as shared and in the Staff Handbooks
- Undertake other reasonable duties as requested by the Head of Department, Head of Faculty or members of the Senior Leadership Team and any duties that the Principal deems necessary for the effective operation of the School

Skills and Character

Essential:

- Good personal Administration and Organisation skills
- A high level of professionalism
- Self-awareness and reflection, personal drive and resilience
- Good written and oral communication
- An ability to work and contribute in a team

- Passion for teaching and commitment to educating the whole child and achieving outstanding outcomes of pupil learning and achievement
- Understanding of effective teaching, learning and assessment techniques
- Creativity and capacity for innovation
- Optimism in order to be a positive influence on student achievement and progress
- A commitment to the safeguarding and well-being of young people
- A working understanding of how a range of factors can inhibit students' physical, social and intellectual development of children and all-round learning and a capacity to adapt teaching to support students' education at different stages of development, and know how to adapt
- Respect for all members of a school community, irrespective of position, gender, age and ethnic background

Advantageous:

- An ability to manage change
- Capacity to be innovative and the self-confidence to pursue an initiative
- A willingness to take a lead in an aspect of school-life
- Recent and consistent involvement in co-curricular activities

Qualifications and Experience

Qualification:

- Bachelor's degree in education OR other relevant field with a teaching qualification appropriate for the age range

Knowledge/experience:

- At least one year of experience as a teacher
- Familiarity with the National Curriculum of England

Other Requirements

- Appropriate references from current and previous employer, corroborated by personal phone calls made to each referee
- Acceptable police checks (or equivalent) from the country of origin and from all other countries in which the applicant has worked and unquestionable suitability to work with children

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended following discussion between the line manager and member of staff. This might, for example, follow an appraisal process, and will be varied in the light of the needs of the school.

Amity International School is committed to safeguarding and promoting the welfare of children and young people. It expects all staff, volunteers and any third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

Signed:Name (Print): Date:

Amity International School Strategic Aims and Mission

Across the following areas, by September 2022, the School will have:

Community
<ul style="list-style-type: none"> Enhanced engagement through the Friends of Amity for the benefit of Students, Parents, and Staff Maintained a strong and happy multinational community of parents, students and staff
Academic
<ul style="list-style-type: none"> An enhanced culture of academic ambition, with inspirational teaching and high expectations for all students, allowing students of all abilities and curriculum strengths to progress at appropriate rates of learning Reviewed and developed its flexible and innovative curriculum rooted in a love of learning Achieved public examination results that demonstrate strong 'Value Added' at all levels A more diverse curriculum at all levels Embedded Arabic within the cross-curricular provision throughout the school Established effective programmes for online-learning and opportunities to collaborate in academic projects beyond Amity
Pastoral
<ul style="list-style-type: none"> Built on our reputation for excellence in pastoral care, ensuring that our students are happy and safe at school Developed the class teacher/tutor provision to deliver outstanding support to all students in partnership with parents Established stronger partnership with parents through enhanced communication about student welfare and progress Established sector-leading counselling and wellbeing services integrated within the overarching pastoral care of students
Co-Curricular
<ul style="list-style-type: none"> A culture and practice where all members of the teaching staff and students are actively involved in an appropriate and balanced range of activities A proven reputation for excellence in the creative and performing arts, with increased participation and/or performance opportunities Increased opportunities for encouraging community service and charitable giving Developed outstanding sports provision, ensuring equal standards for boys and girls Established joint ventures with a wide range of external partners across the co-curricular spectrum
Organisation
<ul style="list-style-type: none"> Established a reputation as a leading private school in Abu Dhabi Enhanced its personalised and differentiated approach to all-round education, offering excellent added value in all areas Developed outstanding provision of advice and preparation for life beyond school in its widest sense Increased its provision of means-tested financial support to widen access to an Amity education Built a network of partnerships offering enhanced opportunities for collaboration, community service, ECA providers, and work experience beyond Amity Developed innovative use of IT in teaching and learning, communications and administration Operating an even more efficient bus service that benefits a greater proportion of the student body Enhanced value for money through increased efficiency in purchasing and procurement across the School's operations Evaluated opportunities and established strategies for the generation of new revenue streams to address the challenge of affordability

Admissions and Marketing

- Grown applications whilst maintaining a balance of genders and a similar diversity in nationalities
- Asserted our existing academic entry requirements, whilst selecting on character, attitude, curriculum accessibility, and potential for happiness
- Established a competitive brand value for 'extraordinary education' and for delivering excellence across the breadth of the school's full education provision
- An even higher proportion of families choosing Amity as a first choice for all their children
- Outstanding and distinctive marketing through all media, closely reflecting our ethos and strategic aims

Staff

- An efficient staffing structure with very high levels of staff morale and job satisfaction and a sense of common purpose
- Widespread understanding of responsibilities and accountabilities, strong and innovative internal communication and broad engagement in strategic planning and school evaluation
- An established staff well-being programme committed to the enhancement of staff morale and job satisfaction
- A culture of professional review and development and leadership training
- Extensive training programmes and an established range of opportunities to collaborate with teachers across disciplines, and across the city or country

Facilities and Campus

- Established a clear and deliverable framework for further campus development to support the School's co-curricular and curriculum expansion and strategic aims
- Maintained and develop a campus with infrastructure and services that can respond to the ongoing needs of the School fast expansion
- Established a long-term sustainability projects and initiatives that not only model best environmentally-friendly practice to our students but help lower the School's carbon footprint and impact on the local environment.