

PSYCHOLOGY TEACHER JOB DESCRIPTION

LOCATION	British International School of Kuala Lumpur (BSKL)
JOB PURPOSE	PSYCHOLOGY TEACHER
REPORTING TO	TBC
OTHER KEY RELATIONSHIP	All teaching staff need to demonstrate the skills and experience necessary to provide educational leadership within their own subject. They play a key part in raising teaching and learning standards through the quality of their own teaching and by supporting the professional development of their colleagues. We want teachers with open minds who are able to embrace and initiate new ideas. All secondary school teachers are expected to support and contribute to the school development plan, commit to and model our values: be kind; be resilient; take risks; act with integrity and to be ambitious.

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
Engagement and Interaction – School Ambassador to Internal Community	
Strategic leadership	<ul style="list-style-type: none"> ▪ Provide a role model for pupils and other staff through their personal and professional conduct. ▪ Take on the role of Form Tutor. ▪ Be highly respected and able to motivate others. ▪ Support the broad aims of the school and of the Senior Management Team. ▪ Promote BSKL in the community; contribute to the admissions and marketing team initiatives.
Pastoral care of students	<ul style="list-style-type: none"> ▪ Play an active role in the care, wellbeing and safeguarding of all students. ▪ Undertake child protection and safeguarding training relevant to the role. ▪ Proactively act on concerns, reporting immediately using the relevant school procedures. ▪ Demonstrate care, empathy and respect to all students. ▪ Actively support and encourage students to create, develop and maintain healthy friendships. ▪ Actively support all school systems of recording and reporting concerns regarding student welfare, including child protection and safeguarding.

	<ul style="list-style-type: none"> ▪ Act as a role model to all students. ▪ Actively participate in the school's House System. ▪ Attend trips and outdoor educational activities to support students' personal development. ▪ Model good practice to students, promoting the values as set out in the NAE code of conduct. ▪ Consistently apply NAE & school policies, in particular the positive behaviour policy. ▪ Any other tasks or practices as reasonably directed by the HoD, HoY or SLT. ▪ Perform all form tutor duties as directed by the relevant HoY or SLT member. ▪ Deliver the school's PSHE curriculum (My World): planning and collaborating with fellow tutors and HoY as necessary. ▪ Take the lead in mentoring the academic progress of students in their tutor group via the Academic Mentoring programme. ▪ Play an active and encouraging role in the transition and admission of new students to the school. ▪ Support, monitor and guide new students during arrival to the school. ▪ Consistently communicate with parents, acting as the first point of contact. ▪ Monitor student attendance, punctuality and progress using school systems including the school's management information system. ▪ Encourage students to have high standards in dress, attitude and behaviour. ▪ Read and advise on written reports for the form group before publishing to parents. ▪ Support the HoY in writing relevant references for students. ▪ Any other tasks or practices as reasonably directed by the HoY or SLT.
Learning and Teaching	
Teaching and Managing Pupil Learning	<ul style="list-style-type: none"> ▪ Demonstrate an excellent ability to teach, manage pupils and maintain discipline. ▪ Ensure lessons are engaging and challenging for all ability levels. ▪ Understand and use the most effective teaching methods to achieve the teaching objectives in hand. ▪ Display flair and creativity in engaging, enthusing and challenging groups of pupils.

	<ul style="list-style-type: none"> ▪ Use questioning and explanation skilfully to secure maximum progress. ▪ Quickly understand students' perceptions and misconceptions from their questions and responses. ▪ Develop students' literacy, numeracy and IT skills as appropriate within their phase and context. ▪ Provide positive and targeted support for pupils who have special educational needs, are very able, are from ethnic minorities, lack confidence, have behavioural difficulties or are disaffected. ▪ Be aware of which pupils are on the Be Ambitious register, or are highly able – and provide an appropriate level of challenge for these pupils. ▪ Maintain respect and discipline and be consistent and fair.
Planning and Preparation	
Planning and Setting Expectations	<ul style="list-style-type: none"> ▪ Demonstrate an excellent ability to plan. ▪ Prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all pupils. ▪ Set consistently high expectations for pupils in their class and homework. ▪ Plan their teaching to ensure it builds on the current and previous achievement of pupils.
Assessment and Evaluation	<ul style="list-style-type: none"> ▪ Demonstrate an excellent ability to assess and evaluate, in line with the school's assessment policy. ▪ Use assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching. ▪ Use data (e.g. prior attainment levels, Midyis) to ensure learning is properly personalised.
Student Achievement	<ul style="list-style-type: none"> ▪ Demonstrate the ability to achieve excellent results and outcomes. As a result of their teaching: <ul style="list-style-type: none"> ▪ Pupils show consistent improvement in relation to prior and expected attainment; ▪ Pupils are highly motivated, enthusiastic and respond positively to challenge and high expectations; ▪ Pupils exhibit consistently high standards of discipline and behaviour.
Relations with Parents and Wider Community	<ul style="list-style-type: none"> ▪ Be the first point of contact for parental queries and enquiries about psychology subject matters in the school.

	<ul style="list-style-type: none"> ▪ Encourage and foster good lines of communication with parents. ▪ Ensure reporting is of an informative and consistently good standard. ▪ Meet assessment and reporting deadlines set by the Assistant Head and the Head of Secondary.
Professional and Personal Development	
Managing Own Performance and Development	<ul style="list-style-type: none"> ▪ Keep up-to-date in their subject(s) and/or specialism(s). ▪ Improve teaching through evaluating own practice in relation to pupils' progress, school targets and inspection evidence. ▪ Seek CPD opportunities and take responsibility for development with support from the Head of Department.
Managing and Developing Staff and other Adults	<ul style="list-style-type: none"> ▪ Demonstrate an ability to advise and support other teachers. ▪ Provide clear feedback, good support and sound advice to others. ▪ Share good practice with colleagues. ▪ Provide examples, coaching and training to help others become more effective in their teaching. ▪ When appropriately experienced, help others to evaluate the impact of their teaching on raising students' achievements. ▪ Analyse teaching and understand how improvements can be made. ▪ Have highly developed interpersonal skills which allow them to be effective in schools and situations other than their own.
Safeguarding	<ul style="list-style-type: none"> ● Play an active role in the care, wellbeing and safeguarding of all students. ● Ensure that pupils feel safe and secure within the school environment. ● Undertake child protection and safeguarding training relevant to the role. ● Ensure that all incidents (or concerns) and actions (including communications) are logged onto CPOMs. ● Develop and implement systems which encourage pupils to: <ul style="list-style-type: none"> ○ Be healthy ○ Stay safe ○ Attend and enjoy The British International School Kuala Lumpur ○ Make a positive contribution to the school and wider community ○ Achieve academically

	<ul style="list-style-type: none"> ○ Achieve economic well being ● Develop and implement systems that support and provide pupils with opportunities to seek help or advice from their peers or from appropriate adults. ● Proactively act on concerns, reporting immediately using the relevant school procedures. ● Contribute to safe and supportive school culture, climate and environment.
PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
<ul style="list-style-type: none"> ▪ Integrate technology into the classroom experience to enhance and extend the learning of students ▪ Successfully teach students using technology in a virtual/hybrid environment 	Essential
Personal Attributes	
<ul style="list-style-type: none"> ▪ High levels of personal integrity ▪ Conscientious and able to focus on completing work to a consistently high standard ▪ Flexible and positive approach to work ▪ Excellent organisational and time-management skills; high attention to detail ▪ Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved ▪ Adaptable to working in a fast paced ever changing environment ▪ Ability to work under pressure and remain calm ▪ Proactive and willingness to take on multiple tasks ▪ Self-motivated and enthusiastic ▪ Ability to work independently ▪ Must be a team player, willing to help and be flexible ▪ Continually strive for improvement 	

Other	
<ul style="list-style-type: none"> ▪ Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK. ▪ Compliance with visa requirements for working in Malaysia. ▪ A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required 	

PHILOSOPHY AND VALUES

We are ambitious for our students, our people and our family of schools. We believe that:

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.
- Student wellbeing should be valued and nurtured

The NAE Commitment

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

Promote and embodies *The CORE 7 Leadership Capabilities:*

- **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
- **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
- **Collaborative** – Works collaboratively with others to achieve organisational outcomes
- **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
- **Enabling** – Drives excellence through valuing and developing others
- **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
- **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations

- Be a positive role-model of our educational values each day
- Feedback as a valued member of the team and the wider organisation

