

## Job Description for a DSB Primary teacher

All employees at DSB International School are expected to promote and model the values inherent in the school mission to inspire and empower our students to think creatively and critically, pursue lifelong learning, and contribute positively to the global community.

Expectations for full time teachers are as follows:

1. Meeting, to a high standard, the expectation as listed in the job description,
  2. Teaching lessons as assigned (a full time load constitutes 27 teaching periods a week or equivalence per two week block,
  3. Completing activities associated with the lessons assigned to be taught (*planning, preparation, documentation, online learning, attending day-time/evening staff meetings or parent information sessions as appropriate, PD, etc.*),
  4. Completing activities associated with the students you teach (*health and safety & wellbeing, assessment, recording, reporting, responding to student support team requests, attending day time/evening staff meetings or parent meetings/sessions as appropriate, contacting parents, documenting learning, ensuring for student safety and well-being/safeguarding etc.*),
  5. Supporting students directly as needed (*e.g. helping students after school who are struggling with a particular concept or task and come for help, providing differentiated class work and homework as appropriate*),
  6. Fulfilling at least one additional non-remunerated responsibilities tied to the SDP or the smooth running of the academic year (eg: acting as Staff Representative, organising a school event managing ECAs),
  7. Contributing to the wider development of the school in some way (*serve on an SDP committee or team, engage in an action-research project of benefit to self and others, participate in a group/professional learning community, etc.*),
  8. Participating actively in the school's performance appraisal process, and committing to ongoing development as a professional educator,
  9. Accepting homeroom or assistant homeroom teacher responsibility or equivalent (full time teachers), *including pastoral responsibility for students, coordinating class participation in school events and performances, communication to class parents, etc.*
  10. fulfilling a reasonable share of supervision duties according to the prevailing duty roster
- \* note: in the case that a teacher's workload exceeds/falls short of the stipulation in point 2 above, this will be compensated for in other areas listed in article 1 to achieve a balanced expectation overall*

**Nature of the role:** The **DSB Primary teacher** is responsible for the delivery of the curriculum within their allotted grade

### Role and Responsibilities of the DSB Primary teacher:

#### Teaching and Learning:

- Provide a safe and positive environment for students to work in.
- Ensure that planning is done thoroughly and made available to colleagues and SLT.  
Planning comprises of:
  - Short term: individual lesson plans;
  - Medium term: unit planning;
  - Long term: curriculum mapping.
- Deliver content in line with the curriculum requirements and the pedagogical expectations of the school as outlined by the IB Approaches to Teaching and the DSB Teacher Profile

- Support students in developing skills and not just learn content. These include those of the IB Learner Profile, The DSB Child, CIS and the National Curriculum of England.
- Collaboration with colleagues towards the development of cross-curricular units.  
Collaboration includes:
  - Horizontal collaboration: within the same year group, with teachers of different subjects; in Primary this would normally mean, German, PE and Music, but may include other subjects as agreed between teachers.
  - Vertical collaboration: across year groups (with teachers of the same subjects and different subjects).
  - Collaboration with Learning Leaders for subjects such as literacy and numeracy.
- Plan meaningful curricular links for excursions, Project Week, and Magic Bus trips.
- Promote the use of Information and Communication Technologies within classes.
- Provide opportunities for all students to work at their own level and pace and ensure the needs of all learners are met.
- Ensure there are clear challenging targets to which students learning is focused.
- Ensure that the needs of students with English as an Additional Language (EAL) are provided for.
- Provide students with meaningful home-learning opportunities.
- Be familiar with the contents of students' IEPs (Individual Educational Plans) and ensure that the strategies outlined in IEPs are being carried out.
- Contribute to the writing of IEPs for students with Additional Learning Needs.

#### **Assessment:**

- Provide students with regular and meaningful opportunities for formative and summative assessments.
- Mark student work within a reasonable timeframe.
- Provide students with meaningful feedback, including suggestions for improvement.
- Support students in setting their own goals.

#### **Communication:**

- Respond to emails from colleagues/parents within a reasonable time frame.
- Attend and prepare for 2 Child Centered Conference days each year.
- Communicate with parents via email as and when required,
- Meet with parents as and when required (when asked by the Line Manager).
- Write reports twice a year, in December and June.

#### **Administration:**

- Be familiar with the school management system (Engage), as well as other school tools such as Accelerated Reader and Manga High.
- Make effective use of school platforms to communicate homework/course material/communications with students.
- Keep a record of grades on Engage and/or Tapestry (EYFS), available to students and parents.
- Communicate with the admin staff regarding the ordering of resources (providing it has been approved by the Line Manager).

#### **Additional responsibilities:**

- Attend Professional Development workshops, courses and conferences, depending on availability and strategic need for the school.
- Carry out a reasonable amount of supervision duties. These include before school, break time, lunchtime and after school (shared with all members of staff).
- Provide cover when other teachers are absent (shared with all members of staff).

- Provide playground and classroom supervision that is proactive and effectively supports safe free play.
- Ensure a good understanding of Child Protection processes and report concern to the Safeguarding lead.
- Attend and take active part in STAR Reading (Students, Teachers All Read).
- Offer at least 2 Extra-Curricular Activities over a period of 1 year (paid extra).
- Attend primary/full staff meetings.
- Attend other meetings, as and when required (within reason).
- Endeavour to network with teachers from other schools.
- Share resources/good practice with colleagues.
- Carry out peer observations to provide support and meaningful feedback to colleagues.
- Endeavour to organise excursions and day trips when meaningful opportunities arise.
- Carry out risk assessments before excursions.
- Attend assemblies.
- Upon leaving the school, ensure that records of content covered/assessments done are available to the next teacher to ensure a smooth transition.
- Write recommendation letters/transfer forms for schools to students as and when required.

**The attributes of a DSB teacher:**

To develop our desired learner profile the community has a shared understanding of the the desirable attributes of our teachers, reflected in our teacher profile. These are:

- Motivated
- Collaborative
- Reflective
- Respectful
- Creative
- Independent
- Flexible
- Communicative
- Authentic
- Knowledgeable
- Skilled
- Confident
- Positive
- Internationally minded.