

Job Description: Classroom teacher (Primary School) Key Stage 1

Employed by: NCBIS to support the vision, mission, positive ethos and policies of the school.

Responsible to: Year group leader

Qualifications: Degree, PGCE, QTS or equivalent

Experience: Minimum 3 years teaching

The class teacher at NCBIS is part of the primary team, working alongside a year group team leader, Teaching Assistants, and the academic and pastoral leadership teams.

NCBIS works in partnership with parents and the school community and the classroom teacher is a key link within this community.

NCBIS is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. NCBIS is aligned with the recommendations of the International Task Force on Child Protection, we hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. In accordance with UK Safeguarding Children and Safer Recruitment in Education legislation. Appointed teachers from the United Kingdom are required to provide, at their own cost (of about GBP 60), and before travel arrangements are confirmed, an International Child Protection Certificate (UK) (refer: <http://www.acro.police.uk/ICPC/>). Full police clearance, covering at least the previous 8 years, is necessary for all appointees who are working, or who have worked, in countries outside the United Kingdom. To assist newly appointed staff, there is a country by country checklist for the procedures for obtaining a police clearance:

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

A. Safeguarding Duties

- To be fully aware of the principles of safeguarding as they apply to vulnerable children in relation to the role;
- To ensure that the designated member of staff for child protection is made aware and kept fully informed of any concerns which the senior teacher may have in relation to safeguarding and/or child protection.

B. Main Purpose

- Support the mission, vision and values of the school and contribute to the whole school development plan;
- Uphold and promote British Values and the characteristics of the IB Learner Profile;
- Keep abreast of developments in education in the curriculum and trends in education;
- Ensure that resources are in place to enable our curriculum framework to be delivered;
- Fulfil the professional responsibilities of a teacher, as set out in the NCBIS Staff Handbook;
- Meet the expectations set out in the NCBIS quality assurance policy;
- Work as a collaborative member of the school community to achieve the targets of the NCBIS School Development Plan;
- To share in the development of the curriculum and implementation;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

C. Learning and Teaching

- Plan and teach well-structured lessons to assigned classes, following the school's planning guidelines and curriculum documents;
- Demonstrate excellent subject and curriculum knowledge;
- Set high expectations which inspire, motivate and challenge pupils to do their best in all areas;
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- Know when and how to differentiate appropriately, using approaches and strategies which enable pupils to learn effectively;
- Collaboratively work with other year group members and primary staff, including the Inclusive Learning team, to improve student outcomes;
- Adapt teaching to respond to the strengths and needs of pupils and foster a learning environment and educational experience which provides pupils with the opportunity to fulfil their individual potential;
- Establish a safe and stimulating learning environment for pupils, rooted in mutual respect;
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of formative, summative and standardised assessment strategies;
- Analyse and use formative, summative and standardised assessment strategies data to inform teaching and learning;
- Participate in arrangements for preparing pupils for external tests.

D. Health, safety and discipline

- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment in accordance with the school's Behaviour Policy;
- Promote the safety and well-being of pupils in accordance with the school's Child Protection, Anti-Bullying and other relevant policies.

E. Professional development

- Have an active role in the school's quality assurance and appraisal procedures;

- Have an active role in further training and development in order to improve own teaching;
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

F. Communication

- Communicate effectively and professionally with pupils, parents/guardians and colleagues in a variety of ways.

G. Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school;
- Work alongside the HLTAs and TA team, Inclusive Learning department, Specialist teachers, Primary Leadership Team and other school staff;
- Develop and maintain effective professional relationships with colleagues.

H. Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school;
- Have proper and professional regard for the ethos, policies and practices of the school including the school staff Code of Conduct, and maintain high standards of attendance and punctuality;
- Uphold expectations set out in policies and guidance.

I. Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers;
- Contribute to the recruitment and professional development of other teachers and support staff;
- Deploy and take responsibility for resources delegated to them;
- Be proactive in identifying the resources needed to carry out teaching and learning.