

SECONDARY TEACHER (SPECIAL EDUCATION) JOB DESCRIPTION

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| LOCATION | Dover Court International School - Singapore |
| JOB PURPOSE | To provide stimulating lessons that provide opportunities for all students to learn and make good progress |
| REPORTING TO | Principal and Secondary Headteacher (Line Manager will be Pathway 4 Leader) |
| DIRECT REPORTS | None |
| OTHER KEY RELATIONSHIPS | Year Group Leader, SSLT, Progress Leaders, NAU Coordinator, Global Campus Coordinator, Teaching Assistants |

| KEY RESULT AREA | MEASUREMENT OF PERFORMANCE |
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| Engagement and Interaction – School Ambassador to Internal Community | |
| <ul style="list-style-type: none"> Fully support the school's Safeguarding policy and know the reporting procedures to follow in case of a Child Protection issue To promote the 'Be Ambitious' programme To promote high standards of work amongst the students Be involved in the organisation of department aspects of special days, festivals, house events, assemblies, public speaking, special focus weeks etc Contribute to the provision of subject or Year Group related trips and expeditions Contribute to Department or Year Group Newsletter articles Contribute to the improvement of the Pathway 4 provision. | <ul style="list-style-type: none"> Students are safe and ready to learn |
| Learning and Teaching | |
| <ul style="list-style-type: none"> To teach according to the needs of the students in the class To manage and deploy a range of appropriate resources to meet the needs of all students within the class To adapt teaching and the environment, where appropriate, to support students' social, behavioural and academic progress To support behaviour management using school MAPA techniques To share good practice with other colleagues to benefit all students across the pathway Provide students with appropriate information that allows | <ul style="list-style-type: none"> The delivery of lessons that always aim to be Outstanding and are at least Good Student attainment meets or exceeds targets Work scrutiny (planning and books) shows clear progression of students' work and a clear dialogue of feedback Parents feel part of the learning process. |

| <p>them to know where they are and what they need to do to improve</p> <ul style="list-style-type: none"> ▪ Provide assessment data as required by the learning pathway for tracking ▪ Provide assessment data as required for whole school reporting and tracking ▪ Contact parents on academic matters, including follow up on reports, parents' conferences etc. ▪ To create and review the Individual Learning Plan, in collaboration with the child, other specialists and parents | |
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| KEY RESULT AREA | MEASUREMENT OF PERFORMANCE |
| <ul style="list-style-type: none"> ▪ Liaise with Head of Department to contribute to an annual requisition. ▪ To manage discipline issues that occur in the classroom and across the wider school ▪ Liaise with Tutors and/or Progress Leaders regarding any students causing concern, initiate remedial action ▪ Liaise with wider support team regarding further support required for students ▪ Maintain good quality display in classrooms and public areas which relate to the student's learning ▪ Offer exciting Extra Curricular opportunities that meet the needs of the children ▪ Provide occasional cover for absent colleagues ▪ Supervise children on a duty rota ▪ Supervise examinations ▪ Be responsible for personal health and safety and know how to report H&S concerns | <ul style="list-style-type: none"> ▪ The teacher plays an active part in a wide range of the life of the school, both in and out of the classroom ▪ The school operates in a safe and organised manner. |
| Planning and Preparation | |
| <ul style="list-style-type: none"> ▪ Plan and prepare for lessons | <ul style="list-style-type: none"> ▪ The delivery of lessons that always aim to be Outstanding and are at least Good |
| Professional and Personal Development | |
| <ul style="list-style-type: none"> ▪ Continual development through the identification and implementation of your own Personal Development Plan ▪ Play a full part in internal and external CPD opportunities including staff meetings | <ul style="list-style-type: none"> ▪ Improved performance ▪ Performance appraisal ▪ Personal Development Plan |
| PERSONAL SPECIFICATIONS – Skills Knowledge and Experience | |
| <ul style="list-style-type: none"> ▪ Degree plus a teaching qualification ▪ Experience of teaching students with SEND ▪ Good working knowledge of the English National Curriculum (including National Curriculum assessment) ▪ Excellent classroom practice | Essential |

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| <ul style="list-style-type: none"> ▪ Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all children through classroom organisation, differentiation and learning strategies (particularly those related to SEND) ▪ Proven ability to develop good personal relationships within a team ▪ High level of IT competence | |
| PERSONAL SPECIFICATIONS – Skills Knowledge and Experience | |
| <ul style="list-style-type: none"> ▪ A SEN qualification ▪ CELTA/DELTA or Equivalent ▪ International Experience ▪ Understanding of IPC Structure and Philosophy ▪ Knowledge of EAL in the mainstream ▪ Proven ability to develop opportunities for parental involvement ▪ Use of ISAMS | Desirable |
| 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 Singapore. ▪ 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.

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

- Role-model the 'Be Ambitious' philosophy each day
- Feedback as a valued member of the team and the wider organisation

Dear Applicant,

Nord Anglia Education is the world's leading premium international schools organisation. Our 56 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 51,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 10,000 teachers and staff, working in 56 schools located in 27 countries around the world supporting our students' learning. Together, we educate over 51,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students' academic achievement exceeds global averages across every key stage. On average, our students' score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world's top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.