

Lanna Teacher Handbook

2021-22



ISAT



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Foreword

As a teacher you are a member of a most important profession—probably the most important profession. Your goal is to help ensure the wellbeing of the future through the children that you encounter in your day-to-day activities.

Here in Thailand you may notice a high degree of respect for you as a teacher. There is also an expectation that teachers will live up to very high standards. Please do your best to understand what these expectations and attitudes mean. Do not hesitate to speak to the Head of School about this or any other matter about which you may have questions or concerns.

A. General information

LANNA's Vision and Mission

Vision Statement

We aim to provide academic excellence within a caring community

Mission Statement

We follow a broad British curriculum and seek to enable our students to achieve their full potential and become creative, responsible and successful citizens.

Schoolwide Learning Outcomes

LANNA's "Schoolwide Learning Outcomes" are cross-curricular learning outcomes which are pertinent to all classes taught at LANNA. In planning lessons and activities, you should consider not only the curricular objectives of the course, but also these more global outcomes.

In every class at LANNA, our students will be:

EXPLORERS & LEARNERS

- Think critically and creatively in solving problems, evaluating information and making decisions.
- Work individually and cooperatively in exploring and sharing ideas, setting priorities and reaching goals.
- Use a variety of appropriate resources, including information technology, to obtain information for academic and personal use.
- Participate in educational and extra-curricular activities within Lanna's culturally diverse school community.

COMMUNICATORS

- Communicate effectively and clearly, verbally and in writing, and be able to represent information and ideas visually.
- Become proficient users of spoken and written English for social and academic purposes and for self-expression.

GLOBAL CITIZENS

- Demonstrate awareness and sensitivity with respect to their own and others' cultures and abilities.
- Become responsible global citizens, recognising how the actions of individuals and society have consequences.

CONFIDENT & HEALTHY INDIVIDUALS

- Demonstrate self-esteem, self-reliance and integrity grounded in knowledge and understanding of self and others.
- Value and appreciate the importance of nutrition, physical fitness, personal health and well-being.

The School's Executive Board

In January 2013 under Thai ministry regulations the School's Advisory Board became the Executive Board. The new Law states that:

The Board will at all times have not less than 6 members of which those listed under 5. and 6. will be on a two year term that may be renewable.

1. Licensee
2. School Manager
3. School Director
4. Representative of the teachers
5. Representative of student parents
6. Qualified persons

The Executive Board's objectives are detailed on the school website.

Accreditation

Lanna International School Thailand is licensed by the Thai Ministry of Education and is fully accredited by The Western Association of Schools and Colleges (WASC) for Pre-nursery through to Year 13.

WASC is an American accreditation organisation responsible for accrediting international schools in Asia, as well as schools in California and Hawaii. Accreditation requires continual self-evaluation, frequent reports, and periodic external review.

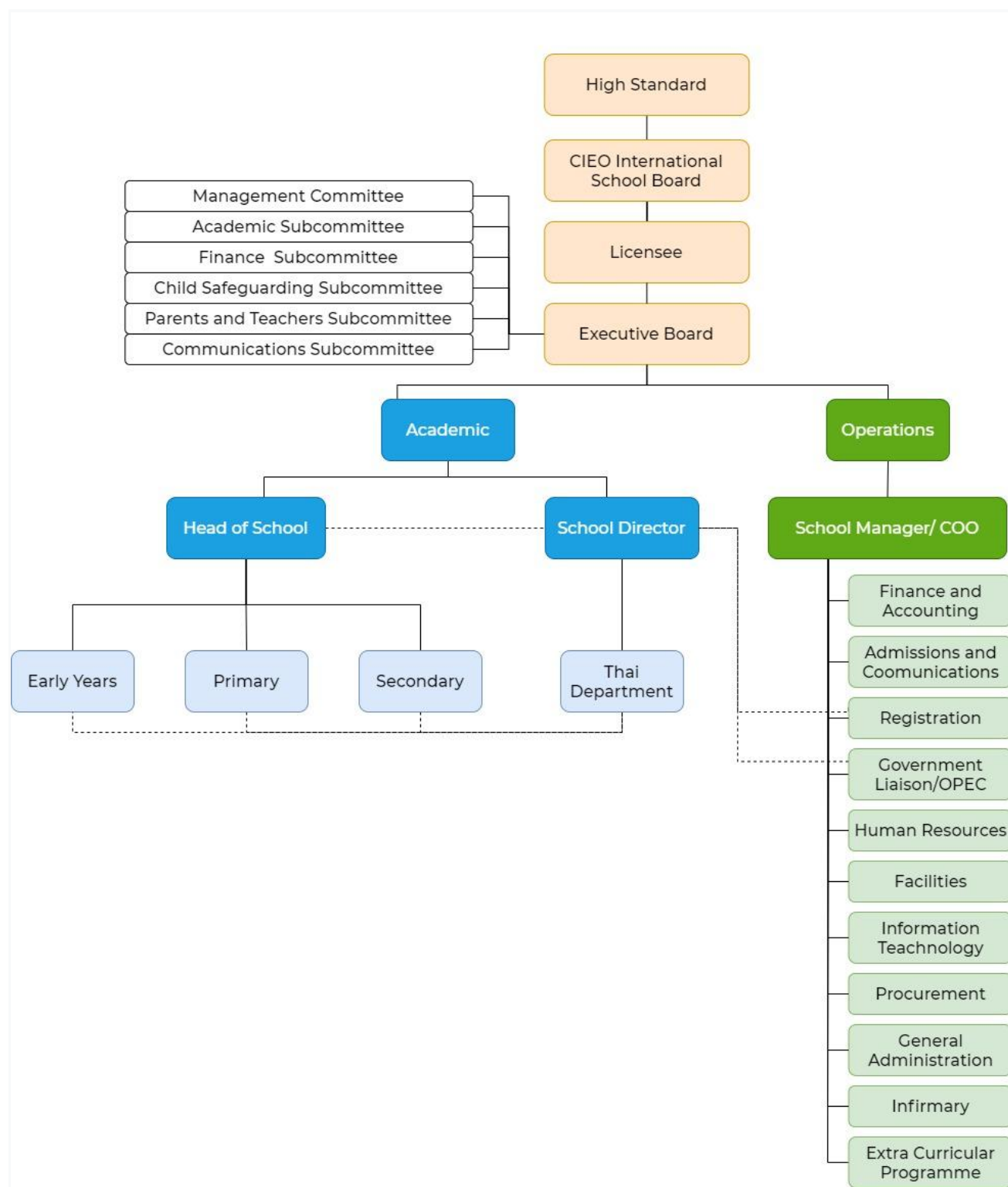
Accreditation is affirmation by professional peer evaluators that

- a school is what it says it is,
- the school does what it does in accordance with criteria set by the academic community, and
- the school is committed to continuous improvement.

The Thai Ministry of Education has certified that our Year 2 is the equivalent of Thai Prathom 1 with comparable increments throughout the different levels up to Year 13. A student graduating from LANNA will receive upon application to the Thai Ministry of Education a certificate indicating that his/her diploma is the equivalent of a student graduating from a Thai school.

LANNA has been a registered Cambridge Assessment International Education centre since 2005. LANNA is also a member of the East Asia Regional Council of Overseas Schools (EARCOS) and the International Schools' Association of Thailand (ISAT).

Lanna International School Internal Organisation Chart



Lanna International School Staff

Licensee

Khun Surin Demuth

Head of School

Mr Rob Stewart

Early Years Principal

Ms Kate Elizabeth Fenton

School Director

Aim-on Thongbai (Aoy)

Secondary Principal

Mr Kevin Pugh

Finance and Accounting Manager

Mr Robert Vickers

School Manager/COO

Ms Dear Arkarayodhin

Primary Principal

Ms Sarah Reynolds

Admissions/Communications

Ms Yada

Registrar

Mr Yadt

IT Manager

Mr Nick

Asst Account & Finance Mgr

Ms Natt

Inventory/Shop

Ms Nim

HR Officer / Purchaser

Mr Golf

Ms Jeab

Asst Registrar

Ms Nokk (Secondary Office)

System Manager

Mr Knut

Account Receivable

Ms Jah

Event Coordinator

Ms MuMu

HR-Visa Officer

Ms Mai

Mr Tiw

Maintenance Manager

Mr Aod

IT Technicians

Mr Arm, Mr Jame

Account Payable

Ms Noon

Receptions/Students Visa

Ms Pao

School Nurses

Ms Lucy, Ms Rose, Mr Boy

Librarians

Ms Joanna, Ms Erin, Ms Orn, Ms Kate

Secondary Subject Specialist Teachers

English: Ms Claire (HOD),

Mr Robert, Ms Anna,

Ms Karen, Mr Sean,

Mr Matthew.N

Mr Matthew.W

Mathematics: Mr Suresh

(HOD), Mr Roland,

Mr Ryan, Ms Aiba

Sciences:

Mr Chris (HOD),

Mr Adam, Ms Tu Lay,

Mr Phil, Ms Marta,

Ms Aun, Ms Pam

Foreign Languages:

Ms Ketty (French),

Mr Gao (Chinese)

Physical Education:

Ms Laura (AD), Mr Ashley

Computing: Mr Bevan,

Mr Kieran

Thai Language: Ms Emmy

(HOD), Ms May, Ms Noi,

Ms Ang

Art:

Ms Lucy, Ms Nid

Music: Mr Lindsay

Geography: Ms Sarah,

Mr Matthew.W

History: Mr Huw,

Mr John

Global Perspectives:

Mr John, Mr Austin

Drama, Ms Kelly (HOD)

Business & Enterprise:

Mr Nathan (HOD)

Sociology:

Mr Matthew.N

Examinations Officer:

Mr Bevan

Curriculum Coordinator:

Ms Claire

Whole School STEAM

Coordinator:

Ms Ashley

PSHE Coordinator:

Mr John

House Coordinator:

Mr Matthew.W

LQ Coordinator:

Mr Nathan

International Award

Coordinator:

Mr Lindsay

Head of Sixth Form:

Ms Sadie

Head of KS3 & KS4:

Sean Monahan

Learning Support/

Counselling:

Mr Ben, Ms Nicole

HOD = Head of Department; AD = Athletics Director

Secondary Homeroom Teachers

7-L Mr Mat.N	7-I Ms Sarah	7-S Mr Chris	7-T Ben
8-L Mr Matt. W	8-I Ms Marta	8-S Mr Phil	
9-L Mr Ryan	9-I Mr Bevan	9-S Ms Austin	
10-L Mr Roland	10-I Ms Anna	10-S Mr John	
11-L Ms Tu Lay	11-I Mr Lindsay	11-S Ms Aiba	
12-L Ms Ketty	12-I Ms Claire	12-S Mr Huw	
13-L Ms Kelly	13-I Mr Kieran	13-S Mr Rob	

Primary Subject Specialist Teachers

English Support:

Mr Simon. (Whole School), Ms Rafaela, Ms Anna, Ms Victoria,

Physical Education: Mr Nick, Ms Erin K, Ms U, Ms Peyton

Thai Language & Culture: Ms Aor (HOD), Ms Koi, Ms Gof, Mr Aun

French: Ms Erika

Chinese: Ms Zhao, Mr Ken

Music: Ms Jose, Ms Rafaela,

Learning Support: Ms Gina

Science Technician &

Resource Officer: Ms Carol

Art: Mr Gavin

Drama: Ms Lindy

Primary Classroom Teachers

Year 1:	<i>Guava Class</i>	Ms Chelsie (Year Group Leader)	Ms Nam
	<i>Dragon Fruit Class</i>	Ms Tara	Ms Yupin
	<i>Mango Class</i>	Ms Jorden	Ms Pam
	<i>Coconut Class</i>	Ms Amy	Ms Bee
Year 2:	<i>Jasmine Class</i>	Ms Natasha (Year Group Leader)	Ms Sar
	<i>Lotus Class</i>	Ms Danielle	Ms Yui
	<i>Orchid Class</i>	Ms Helen	Ms Oui
Year 3:	<i>Elephant Class</i>	Ms Sascha (Year Group Leader)	Ms Jim
	<i>Gibbon Class</i>	Mr Warrie	Ms Prae
	<i>Tiger Class</i>	Mr Adrian	Ms Som
Year 4:	<i>Doi Chang Dao Class</i>	Mr Pedr (Year Group Leader)	Mr Bank
	<i>Doi Inthanon Class</i>	Mr Hugh	Mr Bank
	<i>Doi Suthep Class</i>	Mr Kevin	Ms Pui
Year 5:	<i>Bamboo Class</i>	Mr Craig (Year 5 & 6 Group Leader)	Ms Praew
	<i>Palm Tree Class</i>	Ms Hannah	Ms Pui
Year 5/6	<i>Chamcha Class</i>	Mr Rob	Ms Praew
Year 6:	<i>Samui Class</i>	Mr John	Ms Bee
	<i>Lanta Class</i>	Mr Andrew	Ms Bee

Deputy Head of Primary

Mr Justin

Primary IPC Coordinator

Mr John

Primary English Coordinator

Mr Rob

Primary Mathematics Coordinator

Mr Andrew

Primary Library Coordinator

Ms Erin

Primary Counsellor

Ms Nicole

Whole School English Support Coordinator

Mr Simon

Whole School STEM Coordinator

Ms Ashley

Early Years Classroom Teachers

Pre-Nursery A:	Ms Dahae	Ms Rung	Ms Joy
Nursery A:	Ms Grace	Ms Noi	
Nursery B:	Ms Sonyja	Ms Fon	
Nursery C:	Ms Ann	Ms Nong	
Reception A:	Mr Philip	Ms Fang	
Reception B:	Ms Kate	Ms Rita	
Reception C:	Ms Allison	Ms Pom	
Reception D:	Ms Anna	Ms Awe	
Early Years Nurse:	Mr Boy		
Early Years Music and Movement:	Ms Rafaela		
Early Years PE:	Ms Erin and Ms Peyton		
Early Years Thai Teacher:	Ms Khim		
Early Years Principal:	Ms Kate		

Note: Email addresses, qualifications and biographies for teaching staff can be found at:
<https://www.lannaist.ac.th/about-us/meet-the-staff-lanna-international-school/>

The School Day

LANNA's school day begins at 7:55 with the raising of the national flag and the singing of the national anthem. Early Year students line up in the Early Years Playground. Primary students line up near the flagpole. Secondary students assemble in their classrooms. All students and staff in the vicinity should stand and maintain a respectful silence during the national anthem.

Early Years Classes School Day:(Monday to Friday)

Pre N-Nursery Class School Day		Reception Class School Day	
8:30-8:45	Flag raising/Anthem	8:30-8:45	Flag raising/Anthem
8:45-9:25	Class/Activity Time	8:45-9:25	Class/Activity Time
9:25-9:45	Snack/Outdoor Time	9:25-10:00	Class/Activity Time
9:45-10:30	Class/Activity Time	10:00-10:30	Snack/Outdoor Time
10:30-11:15	Free Centres	10:30-12:00	Class/Activity Time
11:15-12:15	Lunch/Outdoor play	12:00-1:00	Lunch/Outdoor play
12:15-12:45	Storytime	1:10-2:00	Free Centres
12:45-2:00	Naptime	2:00-2:30	Snacks/Dismissal
2:00-2:30	Snacks/Dismissal		

Primary Classes School Day: (Monday to Friday)

Years 1 to 3		Years 4 to 6	
07.55 – 08.05	Flag & Registration	07.55 – 08.05	Flag & Registration
08.05 – 08.45	Period 1	08.05 – 08.45	Period 1
08.45–09.25	Period 2	08.45–09.25	Period 2
09.25– 09.45	Morning Break	09.25– 10:10	Period 3
09.45 – 10.30	Period 3	10:10 – 10.30	Morning Break
10.30 – 11.15	Period 4	10.30 – 11.15	Period 4
11.15 – 12.00	Period 5	11.15 – 12.00	Period 5
12.00 – 12.40	Lunch Break	12.00 – 12.40	Period 6
12.45 – 13.30	Period 6	12.45 – 13.30	Lunch Break
13.30 – 14.15	Period 7	13.30 – 14.15	Period 7
14:15 – 15.00	Period 8	14:15 – 15.00	Period 8
15:00	EXIT	15:00	EXIT

Secondary School Day (Years 7 to 13):

Monday; Wednesday; Friday		Tuesday; Thursday	
8.15 – 8.25	Homeroom	8.15 – 8.25	Homeroom
8.25 – 9.05	Period 1	8.25 – 9.05	Period 1
9.05 – 9.45	Period 2	9.05 – 9.45	Period 2
9.45 – 10.25	Period 3	9.45 – 10.25	Period 3
10.25 – 11.05	Period 4	10.25 – 11.05	Period 4
11.05– 11.25	Morning Break	11.05– 11.25	Morning Break
11.25 – 12.05	Period 5	11.25 – 12.05	Period 5
12.05 – 12.45	Period 6	12.05 – 12.45	Period 6
12.45 – 1.30	Lunch Break	12.45 – 1.30	Lunch Break
1.30 – 2.10	Period 7	1.30 – 2.10	Period 7
2.10 – 2.50	Period 8	2.10 – 2.50	Period 8
2.50 – 3.40	Period 9		

B. The LANNA Curriculum

International Early Years Curriculum (IEYC)

Children are welcomed into the LANNA Early Years programme from the age of two in Pre Nursery and normally progress into Nursery and then finally into Reception in the August following their fourth birthday. We provide a safe, warm, caring and stimulating environment in small classes with a qualified main teacher and assistant teacher to ensure individual attention. We encourage children to develop self-esteem and the confidence to become independent and make decisions all within the IEYC curriculum. Once the Early Years students have completed the IEYC they progress to the Primary school where they will learn through the IPC curriculum.



Learning Principles of IEYC

The IEYC is designed around eight learning principles that we consider essential to children's learning and development:

1. The earliest years of life are important in their own right.
2. Children should be supported to learn and develop at their own unique pace.
3. Play is an essential aspect of all children's learning and development.
4. Learning happens when developmentally-appropriate, teacher-scaffolded and child initiated experiences harness children's natural curiosity in an enabling environment.
5. Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness.
6. Knowledge and skills development lead to an increasing sense of understanding when children are provided with opportunities to explore and express their ideas in multiple ways.
7. Ongoing assessment, in the form of evaluation and reflection, is effective when it involves a learning-link with the home.
8. Learning should be motivating, engaging and fun, opening up a world of wonder for children where personal interests can flourish.

The International Primary Curriculum (IPC)

The International Primary Curriculum (IPC) is an internationally minded curriculum that is used in a number of countries around the world. The IPC provides opportunities for global learning – allowing pupils and staff to make links. The goal of the IPC is to nurture a love of learning through a combination of academic, personal and international learning. Children will develop many skills which they will need in order to face the world of tomorrow confidently.



Lanna International Primary School adopted the IPC in 2020 and we form part of a global learning community who use the IPC to improve children's learning. Children at LANNA learn through a series of units of work, of which there are over 130 to choose from. Each unit is carefully selected to meet the needs of our own school community. The units of work have a theme which children are interested in and relevant to today's world. Children learn many of the subjects through the theme so that their learning has meaning to them. The units of work have suggested tasks linked to learning objectives however the nature of the curriculum allows staff to be creative and focus upon the needs of our children. The development of skills is a very large part of the IPC; learning activities at LANNA have been designed so that our children develop these important lifelong skills. The IPC has a self-review process which sits alongside the curriculum. The core purpose of the self-review is to allow schools to review and improve the way that IPC is delivered in their school.

Importantly the IPC has a strong element of internationalism built into each unit of work. Through the curriculum at LANNA we provide opportunities for our children to:

- recognise their own culture and have a sense of identity;
- be open-minded;
- be respectful of other cultures and beliefs;
- be aware of and celebrate diversity and commonality;
- have respect for and value other people, their ideas and opinions;
- be able to communicate (have good interpersonal skills);
- be adaptable;
- be aware of and show an interest in global issues

The beating heart of any educational establishment is learning. Learning can take place in many forms – academically, socially, spiritually, emotionally and physically. Our curriculum provides all our children to learn and develop in many ways. Nobody can predict the nature of work and life opportunities that will be available to our children in the future. Indeed many of the jobs of the future do not even exist today. The IPC has a strong focus upon a skills based approach to prepare all children for the fast changing world in which they will be living in.

At LANNA we encourage active and cooperative learning. Learning is central to all we do. Not only do our staff have a responsibility to ensure that our children learn and develop but we also encourage our children to take responsibility for their own learning. Parents also play a significant part. We ensure that at the start of a unit or work, parents are informed about what their children will be learning and suggest ways in which they can play an active role in their child's development. Work is celebrated and shared throughout the year with parents and the school community.

As a school community, we agreed on learning definitions which encompass everything we do:

Learning is...

MP1	Year 1 & 2	making connections from what we already know to new information which helps us explore the world around us.
MP2	Year 3 & 4	exploring, discovering, thinking and creating.
MP3	Year 5 & 6	gaining or extending knowledge or skills through exploration and experience to always learn more by doing.

Cambridge Primary Programme

The Cambridge Primary (CP) programme from University of Cambridge Assessment International Education (CAIE) develops English, Mathematics and Science skills in young children across the world. It has been fully adopted at Lanna and gives our students excellent preparation for Secondary education.

Designed for children aged 5 – 11, CP provides learning objectives for each year of our student's Primary education. Its step-by-step programme of learning takes children from the start of Primary education to completion; before they move on to Secondary education.

Cambridge Primary Programme helps both teachers and parents gain a greater understanding of individual students' abilities. We use the Cambridge Programme Progression Tests to assess students throughout the year. These tests provide information to analyse students' achievements, strengths and weaknesses, and give teachers invaluable information to help guide education in the following years.

The Cambridge International Primary Programme is flexible. It can be taken alongside a national curriculum or on its own. It offers schools expert guidance on how to develop their curriculum and how best to prepare their teaching and students' learning.

Further information about this and any other of the programmes offered by CAIE may be found on its website www.cambridgeinternational.org

Lower Secondary Programme (Years 7 to 9)

Our lower Secondary curriculum builds on the Primary curriculum and continues to develop skills and knowledge across a wide range of subjects. These three years form an important bridge from leaving the Primary school in Year 6 to beginning exam classes in Year 10.

During Years 7 to 9 all students at LANNA study: English, Mathematics, Science, Geography, History, Computing, Art, Physical Education, Music, Drama, Personal Social & Health Education, Thai, and French or Chinese (taught by native speakers).

Students' experiences during Years 7 to 9 enable them, towards the end of Year 9, to make informed decisions about the subjects that they will study at IGCSE level in Years 10 and 11.

International GCSEs (Years 10 & 11)

Students in Years 10 and 11 follow externally set and assessed courses based around a highly regarded system known as the International General Certificate of Secondary Education (IGCSE). Students at LANNA are able to choose their IGCSE courses from a broad range of options.

Our IGCSE courses and examinations are provided by Cambridge Assessment International Education (CAIE). The two year programme of IGCSE courses is designed to develop high academic standards and they are academically demanding courses, leading to formally recognised IGCSE qualifications. The programme is globally recognised to be one of the best academically rigorous programmes of study for students of this age.

International A Levels (Years 12 & 13)

One of the most recognised and respected high school qualifications in the world, Cambridge International Advanced level (A level) is widely viewed as representing a “gold standard” and is accepted as proof of academic ability worldwide. Good grades at A level can be the key to admission to the world’s major English speaking universities.

A level courses take two years to complete and students are free to select up to four subjects from the following options offered at Lanna: English Language, English Literature, History, Mathematics, Biology, Chemistry, Physics, Travel & Tourism, Geography, Sociology, Business Studies, Drama & Theatre, French, German, Chinese, Art & Design, Physical Education, Applied Information Technology, General Studies.

Each A level course occupies nine 40-minute teaching periods each week. A level courses at LANNA are offered from Cambridge Assessment International Education (CAIE) and Edexcel – both are fully accredited UK examination boards.

C. Some Hints to Smooth the Way

Your First Days

Establish a method for learning student names quickly and accurately.

Share your expectations with your class (behaviour, homework, curriculum, assessment).

Plan to arrive at school early and leave late.

Be willing to ask and answer questions.

The First While

Learn where things are and how they operate.

Learn about school policies and directions.

D. Classification of Teachers

Full-Time Teacher

This may be a classroom teacher or subject teacher. According to the contract, full-time teachers are hired for duty from 7:30 a.m. until 4:00 p.m. The normal school year is about 180 pupil contact days, along with a number of additional work and professional days as set out in the calendar and/or the contract. Duties include but are not limited to supervision at breaks, lunch periods and at the beginning and end of the school day. All full-time teachers participate in the after-school activities program.

Part-Time Teacher

A classroom teacher or subject teacher hired for less than the time described under full-time teacher is in this category. Details would be set out in the contract or in an addendum to the contract.

Assistant Teacher

A teacher hired to assist the classroom teacher would fall into this category. An assistant teacher may be given other work or duties by the divisional Principal, the School Director, or the Head of School.

Substitute Teacher

A substitute teacher fills in for a teacher when the teacher is absent from school, normally for more than a day or two. The business office determines remuneration.

E. Employment Matters/ Procedures.

The Working Year

All teachers are expected to be in Chiang Mai and available for work during the week before school begins in August through to two working days after school ends for students in June, excluding any specified holidays (see school calendar for specific dates). The two days in June after school has closed for students is when necessary visa applications, work permit renewals and re-entry permits can be processed, thereby avoiding teachers having to be out of the classroom while the school is fully open.

Required Documentation (for non-Thai passport holders)

The teacher is required to secure a valid passport with non-immigrant 'B' type visa before arriving in Thailand. In order to assist the visa process, the school will provide a letter attesting that an employment contract is in place.

The teacher is required to provide satisfactory proof of degrees, diplomas and teaching certificates prior to confirmation of a contract.

Teacher Registration and Work Permit

All teachers must be registered with the Thai authorities. The school will assist in this process. All needed documents and forms will be requested from you by LANNA.

In order to work in Thailand, foreign teachers must apply for a Thai teaching license and a work permit. A work permit is also required for the visa extension. Applications for these cannot be processed before the teacher arrives. It must be pointed out that each application process can be quite lengthy.

Immigration

As required by law, teachers are responsible for reporting to Thai Immigration every 90 days. Teachers may complete a document authorising the school to act on their behalf. Office 1 admin staff have all of the necessary information. There are substantial fines for failure to report. When your 90 days is approaching, contact the Lanna office regarding this matter. The school office will try to keep track of the teachers' 90-day reporting dates and remind you, but ultimately it is the teachers' responsibility to report, and to pay any costs resulting from failure to do so.

Travel Out of Thailand

Any teacher who travels outside of Thailand must secure a Re-entry Permit from Thai Immigration before leaving the country. Please advise the school office of your travel plans well in advance of your departure date. The school office will help you obtain the necessary Re-entry Permit. If a teacher exits the country without a Re-entry Permit, permission to stay in Thailand and permission to work in Thailand both will lapse, thereby causing substantial expense and inconvenience for the teacher, who will be required to cover the costs of replacing the visa and work permit.

The school covers the cost of appropriate re-entry permits for foreign teachers. For most teachers these are single use re-entry permits, good for one exit/entry. For teachers who will leave Thailand three or more times during the school year a multiple re-entry permit may be requested.

Towards the end of each school year teachers are asked to indicate whether they will be requiring a single-use re-entry permit, or, if planning three or more entries/exits, a multiple entry permit. The choice is entirely that of each teacher, but there are cost implications, as detailed below, if multiple re-entry visas are requested and not made sufficient use of.

Teachers who request a multiple re-entry permit and then do not enter/exit Thailand a minimum of three times during that year **will be required to reimburse the school the additional cost incurred** through the purchase of the multiple re-entry permit. At the time of writing (August 2017) single entry permits cost B1,000, whereas a multiple entry permit costs B3,800. At these rates a teacher with a multiple entry permit who, for example, only exits/enters Thailand twice will be required to reimburse the school for B1,800 (B3,800 - B2,000 (the cost of two single re-entry permits)).

Flights Home

It is the policy of Lanna International School that:

Teaching staff are entitled to an economy class return flight between Chiang Mai and their home country* at the end of their second year of teaching at Lanna (if they renew their contract), and thereafter each second year, or as specified within their contract (as long as their contract is renewed for a further year).

The school will only book and pay for flights to and from the teacher's home country, and these must fall within the summer vacation period.

Teachers cannot, without the express consent of the school management, book their own flights - the school will not pay for them. Teachers may, however, get quotations for flights.

Existing teachers who are entitled to a return flight, but choose not to fly to their home country during the summer vacation will receive a payment of 30,000 Baht, or the cost of an economy class return flight to their home country – whichever is less. Alternative travel arrangements (at other times or to other destinations) will not be made by the school.

* 'home country' for the purpose of this policy is as stated in each teacher's contract.

Pay Periods

The school year runs from mid-August until mid-June (about 10 months). Pay is deposited in the teacher's bank account by the 28th of each month (12 months of each year).

Teachers should open a bank account at the Siam Commercial Bank prior to the first pay period. The school office will assist with this during orientation.

Thai Tax

Teachers are required by law to pay income tax on all earnings. Tax must be paid on salary, housing allowance, bonuses, airfares and all other money received from the school or paid by the school on behalf of the teacher.

The rate is based on an ascending percentage starting with a tax-free amount, and then moving to a 5% rate, etc. The more money earned, the higher the rate of tax on the upper levels of income.

The tax rates are based on the total amount of income in any given year. A teacher who worked for another employer in Thailand before coming to Lanna should secure a statement of income and tax paid from their previous employer to be given to the LANNA business office. If the office is not advised of previous employment, the teacher will likely have to make a substantial lump-sum tax payment when the tax return is filed (usually in March).

Should you get married or have a child, be sure to inform the school finance office, in order to be credited with the appropriate reduced tax rate. Please do not assume that they will know to do this.

Leave of Absence

Each academic year up to ten days with full pay are allowed for unavoidable legitimate absences from school. These include:

1. Sick day leave, and
2. Compassionate leave (see details below)

Beyond the 10 fully paid days pay will be deducted for legitimate absences from school in the following way: for the 11th to 30th working days teaching staff will receive full pay minus the cost of a substitute teacher for each additional day of absence. The standard daily cost of a substitute teacher will be deducted regardless of whether a substitute teacher is used or not.

There is no payment beyond these 30 paid and partially paid days.

Compassionate Leave will be granted, at the Head of School's discretion, for: attending immediate family weddings; unavoidably accompanying sick children and close relatives to hospital or doctor appointments (this does not include ongoing/frequent daily care for sick children or other close relatives; teachers are expected to, in general, have alternative arrangements in place); death or a traumatic event in the family/close friends; domestic emergencies such as a gas leak or flood; attendance at children's milestone celebrations, for example graduations or school performances; taking external examinations/graduating; obtaining visa/passport and similar requirements.

Days of sickness and compassionate leave days are all counted as "legitimate absence from school" days.

Leave (other than sickness and compassionate leave) is not generally possible.

Because of the direct impact on teaching and learning in our small school situation there is no provision at LANNA for "personal days". The taking of additional days leave beyond our considerable holiday allocation, other than for compassionate reasons, is therefore generally not possible (this includes our "teacher days" at the beginning, end, and during the school year).

If you believe that you have a genuinely exceptional reason for requiring additional leave you should apply in writing to the Head of School. If, at his discretion, he chooses to grant you additional leave, your month's salary will be adjusted to allow for this (your salary will be deducted by B2,500 for each day absent).

Applications for this type of additional leave should be the exception, not the norm. It is not expected that teachers will make these requests on a regular basis; not even every year.

Maternity/ Paternity Leave

Forty five calendar days maternity leave, with pay, are allowed. There is also an option to take a further 45 calendar days unpaid leave. There is also a paternity leave option for new fathers, of up to 15 calendar days.

Accident Insurance for Teachers

The school provides accident insurance which covers outpatient and inpatient treatment. Details are available at the school office.

Medical Coverage for Teachers

The school provides limited medical insurance for inpatient and outpatient treatment, as detailed in the schedule available through the school office.

F. Teacher Conditions of Service, Procedures etc.

Ethics

A teacher is generally held in high esteem in the Thai and international communities in Chiang Mai. The communities expect that a teacher's appearance, attitude, words and actions will accord with the respect given them.

The School expects all teachers to abide by the following:

Teacher—Teacher Relationships

At all times we should demonstrate a spirit of unity and harmony among all members of the LANNA staff—(teachers, assistant teachers and administrators).

Faults or weaknesses of others should not be discussed with anyone except that teacher or the administrator.

Faults, weaknesses and/or abusive comments of others should not be made public within or outside the school environment.

Discrimination, bullying, harassment or intimidation will not be tolerated.

There should be no interference with another teacher and student in terms of grading and discipline, unless there is a violation of the principles of our policies. Serious cases should be brought to the attention of the Head of School.

Teachers are encouraged to willingly share ideas and materials with other staff members, thus helping to build a strong school community.

We should accept group or administrative decisions graciously and abide by them.

Respect should be shown for the opinions of fellow staff members.

Salary and conditions of employment issues should be discussed with the Head of School first.

Teacher—Student Relationships

Gain respect from the students without sacrificing approachability.

The teacher is responsible for the student. This implies a degree of authority, not equality, in the relationship.

Students at LANNA address teachers as Mr., Ms, Miss or Mrs. in English followed by the first name. "Ajarn" and "Khun Khru" are words of respect for teachers in Thai.

Deal with potential discipline problems immediately. Do not let a situation drift on or degenerate to a point where you feel stressed and reactive about it. See the Head of School for advice on these matters.

Avoid discussing individual students with anyone other than the parents or those directly involved in the education of the student within the school community.

Do not discuss other teachers with parents or students.

Do not deduct grades for disciplinary infractions.

Learn to allow for individual emotional, physical and social differences.

Always maintain and demonstrate respect for the worth and dignity of each student. Avoid any negative, belittling or insulting comments towards or about students.

Help students to feel important by providing opportunities for them to achieve recognition for constructive behaviour and academic achievement.

Students need to learn study skills. The teacher should be the best model for this skill.

"If you have concerns regarding a student's emotional well-being or other pastoral care issues these should be taken to the student's Homeroom Teacher. If concerns or problems persist the Homeroom Teacher should take these to the School Counsellor."

"If you suspect any child is in danger in any way this concern should be taken immediately to the School Counsellor, Head of School or School Director. This is a contractual requirement."

Corporal punishment is unacceptable at all times. Discrimination, bullying, harassment or intimidation will not be tolerated.

Teacher—Parent/Community Relationships

Always show concern for the child.

Regularly communicate with families. Regular communications should include homework diaries, and might include classroom newsletters, etc.

Build the confidence of others in you as a professional person.

Respect and listen to every parent's opinion, even if you may disagree. Work together for the good of the child.

Return calls and answer notes and email as soon as possible. Please give careful consideration to what you are going to say, and approach each situation calmly.

Do not discuss internal school affairs with parents.

Be willing to contribute to local community activities, services, etc. even if they may not seem to relate directly to the school.

Always try to be courteous, appreciative, cheerful and respectful.

Conferences with Parents and Guardians

Remember that our parents and guardians care about their children and how they are doing in school. Most parents are reasonable, respectful and cooperative when dealing with teachers.

Contact parents early in the year.

Invite both parents.

Prepare in advance in anticipation of possible questions.

Greet parents at the door.

Open on a positive note—start on strengths, show samples of work, then move to area(s) of need. Be specific.

Allow enough time for conferences.

Avoid physical barriers (e.g. sitting behind a desk, uncomfortable chairs for parents).

Ask for parents' opinions, listen and note even if they appear to be hostile or negative.

Be honest but discreet.

Do not discuss other teachers, other students or administration with parents.

Listen to requests and relay them to the appropriate person at a reasonable time.

Try not to be defensive.

Keep a log of all parent contacts (phone calls, visits, letters, etc.) for future reference.

The Head of School determines admission to the school and placement in grades. The teacher does not.

A report should be written on any formal conferences or meetings with parents, or important calls, etc. The report should be submitted to the Head of School as soon as possible.

Any significant incidents to which a teacher is witness/involved should be reported in writing and passed to the Head of School as soon as possible.

Collaboration

Teaching is a cooperative and collaborative undertaking. Be willing to ask questions and to exchange ideas with other teachers.

Dress Code for Academic Staff

Lanna International School is a respected British International School situated in the North of Thailand. Our dress code is a reflection of normal professional expectations and also Asian cultural expectations. In Thailand, there is an additional level of sensitivity concerning propriety and women in particular are expected to exercise care in choosing clothes with sufficient cover. The following professional dress code applies:

Academic staff are expected to dress in a smart, professional manner, and be well groomed. Hair styles

and colour should be conservative and men's facial hair should be freshly shaved, and/or moustache or beard neatly trimmed.

Men should wear:

- Business style smart pressed collared shirt or polo shirt, worn tucked into trousers.
- Smart, pressed full-length business-appropriate trousers ("cargo pants" or denim of any kind should not be worn)
- Smart, well-kept/polished, closed leather or leather-like shoes, worn with socks (Sandals and training shoes should not be worn)

Women should wear:

- Smart business-style tops, shirts, blouses or polo shirts with conventional long or short sleeves which fully cover the shoulder. (Underarms should not be visible and tops should not be too low cut or tight. The midriff should not be visible at any time. Spaghetti strapped or sleeveless tops should only be worn if wearing a jacket. Stretch or T-shirt tops should not be worn without a jacket.)
- Smart skirts or dresses of conservative length (leggings may be worn under the skirt or dress)
- Smart, pressed full-length business-appropriate trousers or slacks. ("cargo pants" or denim of any kind should not be worn)
- Flat or moderately heeled, well-kept/polished, leather or leather-like shoes, suitable for business wear. (Flip-flops made of any material, sandals or any shoe designed for leisure use should not be worn)

Additional Notes:

- The dress code for Professional Days is "smart casual". The normal teaching dress code is relaxed somewhat to enable staff to wear a smart collared polo shirt outside of trousers (not regular T-shirts), and smart, full-length cargo pants or smart jeans (not shorts).
- For school trips to indoor locations staff should dress in a smart casual fashion, following the guidelines for Professional Days.
- For school trips to outdoor locations, or trips involving taxing outside effort (e.g. Duke of Edinburgh) staff should make their own judgement about appropriate clothing that is fit for purpose whilst still being respectful and fitting of a professional teacher.
- Staff teaching PE are excluded from the professional dress requirements during their teaching day, and should wear appropriate smart sportswear. On Professional Days PE staff are required to conform to the smart casual code.
- All teaching staff should follow the professional dress code for parent-teacher conferences and more formal in-school occasions.
- For external formal occasions (e.g. Graduation Ceremony) the general professional code applies, but, in addition, men should ideally wear either a business suit or sports jacket and women should wear a jacket or suit.
- From time to time dress codes will be relaxed for theme days, Thai cultural days and "mufti" days. Staff are asked to exercise their professional judgement in what they wear on these occasions and dress in a somewhat professional manner (i.e. no flip-flops, shorts, sports team shirts, poor condition or ill-fitting clothing)
- Staff working for extended periods in the sun should take measures to protect themselves and are strongly advised to wear sunscreen, a hat and sunglasses.
- Staff involved in heavier, hot work on professional preparation days, setting up classrooms and so on should consult the relevant principal about further relaxation of the code.

Responsibilities

All Interns should attend the following meetings/events:

Year group meetings

Special events sponsored by the school

Interns should be prepared for any special meetings that may be called by the Head of School, the School Director, or their Principals.

Interns should regularly check their school email account as this is a major avenue of school communication. All teachers should check their email each morning and have it open to receive Interns should support the school's goals and objectives.

When supervising students at any event, whether in school or elsewhere (e.g. the annual Prom, student parties, etc.), and at any time of day teachers must not consume alcohol.

Supervision and Duties

Supervision duties will be assigned to teachers. These duties are as important as the regular classroom teaching assignments. Please learn the nature and requirements of these duties and carry them out efficiently and regularly.

If you are not able to perform a scheduled duty, it is your responsibility to find a substitute for the duty that you will miss (trading with a colleague with the same duty on a different day is common practice). Please inform your Principal when this occurs, so that they know who will be responsible for covering your duty.

Supervision of groups of children requires alertness to all areas for which you are responsible. Playground supervisors, for example, should be circulating and looking for any signs of problems or distress for all students. Too much attention to socialising with individuals can result in neglect of others in need of your attention. Playground supervisors should not be eating lunch while on duty. Arrangements should be made with the kitchen for an early or late lunch.

Report any unusual circumstances or happenings to the Head of School as soon as possible. In the event of an accident/incident involving a student, please complete an accident/incident report form, available from the school nurse.

All teachers are considered to be on duty at all times while at school. The safety and well being of all of our students is of primary importance.

The basketball court area is the school's dedicated 'No Ball' zone. This area should not have any students playing with balls on it. Please enforce this safety measure, and give our students somewhere to hide from endless flying balls.

Duty Descriptions

Early Years Duties

- 1 - Staff member helps the children out of cars/buses and directs them to the Early Years playground.
- 2 - In the Earl Playground. As students arrive, direct them to their backpack hooks and generally monitor the playground. It is important that students do not go inside the classrooms.

Primary School Duties

Primary Entry

- 1- Meets and greets children and parents upon arrival, opens car doors, etc.
- 2 - Walk around the playground area to care for children who have arrived. This staff member should be based at the side gate and watch the basketball court and 'Green' playing area. They should also enforce the 'No-Ball Area' rules.
- 3 - Walk around the playground area to care for children who have arrived. This staff member should be based near the entrance to the main building and watch the walk-way and Dome area.

Primary Breaks

- 1- Responsible for the playground area that is near the main gate entrance. The gate should remain closed when not in use and the duty teacher should make sure that primary children do not go out of the gate except to buy snacks from the sellers just outside the gate. Primary students should only be allowed to enter the Primary building with the permission of a teacher or to see the school nurse.
- 2 - This teacher will cover the area in front of the entrance into the main building, the “slide and swings” area and the playground. Students are allowed into the building for use of the library, toilets and shop. Students are not permitted to play in the hallway.
- 3 - Responsible for the side gate (opposite Music Room) and the main playground and basketball area. Please be sure that students do not disturb the classrooms or play in the toilets. Primary students should not go out through the side gate unaccompanied.

Primary Lunches

The lunch staff are responsible for serving lunch to the students. Teachers on duty in the lunchroom should serve salad and vegetables to the younger students at their tables and encourage them to eat healthily and responsibly.

- 1 - Based inside the lunchroom This should ideally be a homeroom teacher responsibility. The description involves assisting the children to make healthy eating choices and be a general surveyor of the lunch room when children are eating. In rainy weather children should be only allowed to stay in the lunchroom area. In rainy weather, Y4-6 children should remain in the lunchroom until 13:05
- 2 - This duty is based inside the cafeteria and should be monitoring and supporting the children to make healthy choices with meals and to keep children eating and sitting. No children are permitted

outside the cafeteria until 12:20. In rainy weather, Y4-6 children should remain in the lunchroom until 13:05

3 - Based outside on the right hand side of the building (Counsellors office, Year 1 & 2) You will need to roam up and down to observe the area. Children should not be playing inside the bathroom areas. During rainy lunchtimes, this duty should move to the shaded area near the art room to maintain order with the Y1-3 students. Y4-6 students arrive and start lunch at 12.45. When the bell goes for the end of KS1 lunch (at 12.40), the duty teacher should walk around their area telling KS1 children to return to their classroom teacher/the flagpole area.

4 - Based outside the Science Lab, Music/Art rooms, bathrooms and courtyard. During rainy lunchtimes this duty should move to the shaded area near the art room to maintain order with the Y1-3 students. Y4-6 students arrive for and start lunch at 12.45. When the bell goes for the end of KS1 lunch (at 12.40), the duty teacher should walk around their area telling KS1 children to return to their homeroom teacher/the flagpole area.

5- Located at the back of the Science Lab watching the area across the Basketball Court and grass towards the back. During rainy lunchtimes, this duty should move to the shaded area near the art room to maintain order with the Y1-3 students Y4-6 students arrive and start lunch at 12.45. When the bell goes for the end of KS1 lunch (at 12.40), the duty teacher should walk around their area telling KS1 children to return to their homeroom teacher/the flagpole area

Computer Room Supervision

The ICT suite is not allowed to be used during lunch periods.

End of Day

Teachers should supervise the collection of students by parents and ensure that those who travel on school buses go to the correct station.

Primary Dismissal

Primary children go to their designated areas for their parents to pick them up at the end of the day. The designated areas for pick up are as follows

- Year 1 and 2 go to the cafeteria where parents will wait at the gates.
- Year 3 and 4 go to the front entrance (main gate) and sit on the stairs to wait for their parents.
- Year 5 and 6 go to the emergency gate and sit on the stairs to wait for their parents

1 - Responsible for using the microphone to call names of students out once parents have displayed their parent card. Primary students are not permitted to go back to their classroom or to play on the school playground at any time after school

2 - One duty person will be responsible for making sure the bus students line up with their bus driver by the art room. No students should be playing football or running around under the dome until all the bus students have left. Primary students are not permitted to go back to their classroom or to play on the school playground any time after school.

Duty teachers are on duty at the end of the school day from 3:00pm to 3:20pm

At the end of the duty teachers will take any Primary students who have not been collected to the Primary office.

Secondary School Duties

All Duty Staff:

- Monitor safety and behaviour of all students.
- Ensure that students are not in classrooms unattended.
- Be diligent in preventing students from leaving the campus grounds.
- Observe appropriate use of computers and mobile phones.
- **Patrol** designated areas.
- Remind students to be observant of school bells and attend lessons in a timely manner.

Before School (7.50 - 8.15)

Main Gate 1: Assist guards on the main gate. Welcoming students and ensuring safety on the roads.

Patrolling 1: Patrol the outdoor courts and adjoining roads and classrooms.

Patrolling 2: Patrol the library corridor, covered court, walkway and humanities block including classrooms.

Morning Break (11.05 - 11.25)

Inside Areas: Patrol the main corridor, library and dining rooms.

Outside Areas 1: Patrol outside courts and adjoining roads and classrooms.

Outside Areas 2: Patrol covered court, walkway and humanities block.

Lunch Break: 'Pre 12:45' : 12.30 - 12.50 // '1st Half' : 12.45 - 1.05 // '2nd Half' : 1.05 - 1.30

(Pre 12:45) Patrolling: Patrol library corridor, covered court, walkway and humanities block.

Lunch Patrolling 1: Patrol outside courts and adjoining roads and classrooms.

Lunch Patrolling 2: Patrol library corridor, covered court, walkway and humanities block.

Lunch Drama / Music: Monitoring the new drama and music area.

End of Day: 2.50 - 3.10 Tuesday & Thursday // 3.40 - 4.00 Monday, Wednesday & Friday

Dining Room: Monitoring and managing primary students arriving on school buses and being collected by parents.

Main Gate: Assisting the guards on the main gate. Supervising collection and departure of students from the campus.

Patrolling 1: Patrol the inside corridors and outside covered areas.

Patrolling 2: Patrol outside areas.

Late Student Pick ups

Parents who arrive late should collect their children from the Office. Students of teachers who work at LANNA may wait in the library until their parents have finished work.

Serious Air Pollution/Wet Weather Procedures

Flags displayed at the main gates indicate current pollution levels. In Primary a Red/Orange Flag means students must stay inside; a Green Flag (or no flag at all) can be outside. Primary students are not permitted to buy snacks on Red Flag days.

Primary students will remain in their classrooms during break and lunch on these days; teachers will be advised of modified duty arrangements by the Primary Principal.

Secondary students will be allowed outside in all but the most severe pollution, but should not participate in ball games or other vigorous physical activities. Classrooms will be made available for those who wish to remain indoors; and this is encouraged.

We update pollution flags during the day, as data becomes available. Please be aware that conditions, and hence supervision arrangements, may change during the school day.

PE classes will be conducted inside and field-trips will be cancelled or postponed during high pollution times. The school also encourages students to wear masks during times of serious air pollution.

Teacher Arrival and Departure

Primary Teachers are expected to arrive by 7:30 am each school morning; Secondary by 7:50 am. Teachers should check their mailboxes and email every day for communications from the Head of School, the office, etc. On scheduled teacher workdays (non-teaching, school closed to students, days) we may arrive for 8:30 am. Please be sure to sign in and out each day on the teacher register (located in the teachers' lounge for secondary teachers, and in the Primary Staff Room for Primary teachers). Your signature is required each day.

Teachers are contractually obligated to remain until 4:00pm. In practice teachers may normally leave after their duties are concluded and their students are safely on their way home. Bear in mind, however, that after-school committees, PD, accreditation and self-study activities, etc., are a part of your duties. Early departure or late arrival should be cleared in advance with the Head of School. Should you need to leave campus during the school day for a brief errand please sign out and back in: at Office 1 for Secondary teachers, in the nurses room for Primary teachers.

Scheduled absences

All teachers should plan to be at school for all teacher work days shown on the school calendar. When you expect to be absent, be sure to leave appropriate work for the cover teacher to set. Make every effort to leave the following:

- your class schedule for the day/days absent;
- access to a class register and seating plan for each class;
- your students' schedules (for Primary only);
- clear and appropriate lesson plans;
- details of any special classroom rules;
- locations of materials used for the class(es);
- any learning support that applies to students in your class(es).

Unscheduled absences

Each teacher should prepare an emergency folder to be used by the substitute teacher covering an unscheduled absence. The folder should include everything the teacher will need for one day.

Cover for Absent Teachers

Whenever possible, a substitute teacher will provide cover for absent colleagues. However this is often impossible, and cover must be provided internally. A schedule of substitute duty times is prepared for Secondary teachers.

After-School Activities

After-school activities, including sports activities, are offered to all Primary students from 3:20pm each evening (apart from Wednesday due to Staff Meetings) Teachers are invited to participate in the after-school activities programme by offering up to two activities throughout the year. All teachers of Primary students are also required to attend scheduled House Meetings that will usually be held in a timetabled lesson.

Secondary after-school activities, including sports activities, are offered to all students in Years 7 to 11 from 2:50 to 3:40 p.m on Wednesdays only. Secondary teachers are required to offer activities (or assist others) throughout the year, as needed.

G. Classroom Duties and Procedures

These are to be conducted in a professional manner at all times. Be prepared. Be on time. Be fair, firm and consistent as well as welcoming and positive.

Taking class attendance during each lesson (Secondary) and twice a day (Primary) within Engage, our electronic school information management system.

Keep doors and windows closed when air conditioners are in operation. Help in keeping our classrooms neat and usable for now and for the future. Report maintenance needs as they arise. (See below.)

Each teaching room should have a copy of the school's Mission Statement, Schoolwide Learning Outcomes, and Emergency Procedures/Map locating fire extinguishers. In Primary school classrooms, a class schedule showing the times each subject is taught should be displayed. A copy of this schedule should go to the Head of School. The Secondary school timetable should be displayed in each Secondary classroom

Classroom Management

- ☐ Know school guidelines for discipline procedures.
- ☐ Keep the rules simple and be fair, positive and consistent.
- ☐ Keep your classroom orderly and tidy.
- ☐ Get to know your students.
- ☐ Begin class on time and in a business-like manner.
- ☐ Make learning relevant to the students' lives.
- ☐ Praise good work. Do not threaten or use sarcasm.
- ☐ Avoid arguing with students.
- ☐ Let the students know that you care - treat students with respect and expect respect in return.
- ☐ Keep your voice at a normal level.
- ☐ Use standard, grammatical English with all students.

- ❑ If you make a mistake, don't be afraid to admit it.
- ❑ Give reasonable assignments and grades and return them as soon as possible.
- ❑ Expect the unexpected.
- ❑ Keep accurate and detailed documentation of incidents that may require administrative intervention or follow-up.

Lesson Plans

Lesson plans should be prepared in advance. These should be available for your Principal or the Head of School to view at any time. Valid lesson plans should be prepared for supply teachers to follow whenever a teacher expects to be absent.

Home learning

Home learning is to be assigned in accordance with the home learning guidelines in the Parent-Student Handbook. All home learning should be a meaningful learning activity. Students are issued with Home learning Diaries and these should be used to record home learning set. Teachers are responsible to grade, record and return home learning in a timely fashion.

Adequate home study time must be given prior to major tests/examinations in lieu of home learning assignments. Please remember that Secondary school students will be receiving home learning assignments from other teachers too.

Assignments

Assignments should be fair and consistent with the ability of the students. Guided peer-evaluation and self-evaluation should form a part of the process, especially in Year 7 and above. Assignments should be meaningful to the students' level of interest and ability, as well as to the curriculum. You should differentiate in assigned work, just as instruction is differentiated.

Late Assignments and Make-Up Work

Assignments should be completed, even if they are late. Extended deadlines for acceptable reasons should be allowed. Students who fail a semester course in High School may be considered for make-up work to complete the course and receive a Pass / Credit. Please discuss any students who are failing with the Head of School and the Principal prior to the report time.

Marking Codes (optionally) Used at LANNA

Marking Codes are displayed in all classrooms. You are free to not use marking codes, but if you do use them, please use the school marking codes system, as per posters.

Assessment

Assessment should be used to enhance the learning experience for students and to provide information for teachers to use in adjusting and improving their teaching. Teachers are encouraged to use a wide range of assessment methods, including "authentic" and "alternative" assessments, as well as more

traditional assessment tools such as tests, quizzes, projects, assignments, and lab reports. Timely feedback should be given to help students understand how to improve their work.

Secondary School Grading, Examinations and Reporting

All teachers should keep accurate and sufficient records to substantiate their judgements of student performance and grades. Students and parents have a right to know how grades have been calculated. Where letter grades are awarded they should be in alignment with the descriptions as defined in the Common Grade Scale, below.

LANNA Secondary School's Common Grade Scale:

Grade	In assessment...
A	...has been able to demonstrate the acquisition of all of the relevant knowledge and has been able to show a very high level of understanding of that knowledge. and/or ...has been able to show a very high level of competence when demonstrating the skills and processes covered.
B	...has been able to demonstrate the acquisition of most of the relevant knowledge and has been able to show a high level understanding of that knowledge. and/or ...has been able to show a high level of competence when demonstrating the skills and processes covered.
C	...has been able to demonstrate the acquisition of some of the relevant knowledge and has been able to show a good level of understanding of that knowledge. and/or ...has been able to show a good level of competence when demonstrating the skills and processes covered.
D	...has been able to demonstrate the acquisition of a little of the relevant knowledge and has been able to show a limited level of understanding of that knowledge. and/or ...has been able to show a limited level of competence when demonstrating the skills and processes covered.
F	...has not been able to demonstrate any significant acquisition of the relevant knowledge or any real understanding of that knowledge. and/or ...has not been able to show any significant development of the skills or processes covered.

Examinations

Internal end of semester examinations for Secondary school students take place at mid-year and at the end of the year. Students should be informed of the subject areas to be covered in the exams well ahead of time. Teachers should give students adequate time and assistance/guidance to prepare for major tests/exams.

Our internal end of semester examinations normally take place during scheduled class time in regular classrooms, although special arrangements may be made to extend this time if necessary. The dates during which these examinations are carried out are indicated on the school calendar.

Mock IGCSE and A or AS level examinations are scheduled on the school calendar for Year 11, 12 and 13 students. These exams are administered in as realistic a manner as possible, mostly in the Examination Room. During the mock exams LANNA adheres to the same standards and rules set by CIE for centres administering external examinations.

Mock Exam papers should be produced, copied, and passed to the Secondary Principal well ahead of scheduled exam dates (a week is normal). Please check that photocopies are clear and legible. All exams should have a completed exam cover and clear instructions to the students and invigilators.

All tests, etc., should, of course, be marked and returned quickly.

Semester Grades

Reports with summative semester letter grades are issued to Secondary School students at the end of each semester (mid-semester reports focus principally on describing learning behaviours displayed so-far; no summative grading at this stage). For Years 10 to 13 the overall semester grades awarded feed into the students' GPA (Grade Point Average) that are reported on their transcript and accompany their graduation diploma.

The overall semester (letter) grade awarded for each curricular area is an amalgamation of the semester grades awarded for: Learning behaviours displayed (20% of final grade); Assessment of classwork/homework (normally 40% of final grade; 80% in classes with no end of semester examination); End of semester examination (normally 40% of final grade).

Learning Behaviours Displayed

The learning behaviours grade reflects the student's approach to their studies. Criteria assessed are: concentration/focus; working with others; effort applied to work; class participation.

Students are assessed according to how frequently they display these learning behaviours in positive ways: Always, Mostly, Sometimes, Rarely, Never.

The letter grade reported for these learning behaviours is calculated where Always equates to an A grade (GPA value 4), Mostly equates to a B grade (GPA value 3), Sometimes equates to a C grade (GPA value 2), Rarely equates to a D grade (GPA value 1), Never equates to an F grade (GPA value 0).

Assessment of Classwork/Home learning Grade

The classwork/home learning grade reflects the student's understanding and mastery of the main course objectives. It is based on classwork and home learning produced during the semester. The letter grade awarded is directly linked to the Secondary School's Common Grade Scale (see above). Grades are awarded from A through to F.

End of semester Examination Grade

The end of semester examination grade reflects the student's performance on the final examination only. Grades are awarded from A through to F in-line with the Secondary School's Common Grade Scale (see above).

CIE/Edexcel External Examination Predicted Grade

Where Secondary School students are following examination courses (mostly Y10 to 13) teachers are also required, as part of the end of semester report, to provide a predicted end of course external grade (the IGCSE/AS/A level grade that you believe, based on the evidence you have, they will be awarded from the external body at the end of that examination course).

Grade Point Average (GPA)

Students' Grade Point Averages (as recorded on their transcripts) are computed according to the following table.

A	= 4.0	B	= 3.0	C	= 2.0	D	= 1.0
A-	= 3.7	B-	= 2.7	C-	= 1.7	D-	= 0.7
B+	= 3.4	C+	= 2.4	D+	= 1.4	F	= 0

Courses offered on a pass/fail basis are not included in the GPA calculation. A GPA of at least 2.0 over the course of a year is normally required for promotion to the next year.

GPA Calculations

The LANNA timetable consists of a 43 period week, but not all of these periods are used for the study of subjects that are awarded credit towards the final GPA (no GPA credit is awarded for PSHE, Activities, and Study Periods). The credit for any particular subject is therefore based on the following formula:

Number of periods per week that the subject is studied / Number of periods utilised for the study of subjects that are awarded credit

An example: If Mathematics is studied for 7 periods per week, and each week 39 periods are awarded credit towards the final GPA (after allowing for PSHE, and Activities) the Credit Value for Mathematics would be $7 / 39 = 0.179$. If the student gained a "B" in Mathematics, worth 3.0 points (see table above) then the contribution of Mathematics towards the GPA for that semester would be 0.537 (0.179×3.0). By adding together the contribution of all subjects for which credit is awarded a final semester GPA score can be obtained.

Supporting Students

Teachers should attempt to identify and support students needing extra help (academic or social). Teachers should discuss these students, and any actions proposed or taken, with their Principals. Examples of extra help include English Support; learning support, and participation in after-school academic clinics, as well as less formal assistance. Teachers should, of course, differentiate instruction within the classroom, and make adaptations where necessary. When learning objectives are modified, this should be documented. See the Student Support Handbook for support details.

Counselling Support Service Policies and Procedures

The counselling support service is for students who are experiencing emotional difficulties or problems that fall outside day to day classroom provision or Special Educational Needs provision.

Secondary School referrals can be made by teaching staff, the Head/ Principal of school, parents, or self referrals. The goal of the counselling support service for secondary students is to address and restore the well-being and emotional health of the student; parental/guardian involvement is therefore at the discretion of the head teacher.

Student Mentors were introduced into Secondary school in 2016-17 and form an additional layer of support that our students may choose to take advantage of.

Primary school referrals can be made by teaching staff, the Head/ Principal of school, parents, or self referrals whereby homeroom teachers and parents feel a referral may be of value further to their efforts to resolve an issue. Parents or guardians must provide permission before students are counselled unless the homeroom teacher/Head/Principal of school feels the student is in danger or serious threat of danger from the parents/guardians.

Onward referrals are made in situations that cannot be dealt with within school systems. These are made to appropriate agencies including external counselling services, social services and local hospitals. All referrals would be made in conjunction with the student, head teacher, counsellor and parents/guardians.

Counselling support sessions are confidential between the Head/ Principal of School, counsellor and student. The only exception to this is where it is felt to be a serious threat of danger to the student or others. This policy is in keeping with general counselling good practice.

Tutoring

Teachers may sometimes offer student support in the form of one-on-one or small group tutoring during official teacher work hours (7:30 AM – 4:00 PM). Students should never pay teachers or assistant teachers for “extra” in-school support during these hours.

Some students employ private tutors from outside the school. Teachers are encouraged to communicate with students’ private tutors to assure that the tutors are focusing on the correct areas.

English Support

The policy on English Support as well as placement and exit from the English Support programme can be found in the Student Support Handbook. This policy states in part that the classroom teacher consults with the English Support teacher in making recommendations for English Support. See the Student Support Handbook for details of all English Support arrangements and procedures.

All teachers at LANNA teach students who are English language learners. Therefore, all teachers at LANNA are involved in helping our students become proficient users of spoken and written English for social and academic purposes, and for self-expression. Teachers should always use standard, grammatical English with students. Teachers are language models.

Learning Support

Teachers should advise the learning support teacher of any student who might qualify for learning support. See the Student Support Handbook for details of all Learning Support arrangements and procedures.

Reflection

Take time after units, chapters, semesters, etc., to reflect on areas for self-improvement.

What has been successful? What should be changed? What has been encouraging? Are students successful in your classroom? Do students enjoy coming to your classroom to learn? What is your relationship with your students?

Reporting

Reports for Primary will be issued three times each year from 2020 onward. Reports will be issued in October (Interim), February (Mid-Year) and June (End of Year) All Primary reports can be found in the Primary Shared Drive in the reports folder and are on a Google Doc.

Reports for Secondary are issued four times each year, in October and January (Semester 1), and in March and June (Semester 2).

H. Homeroom Duties and Procedures

Homeroom teachers represent the first line of support in assuring the welfare of our students, both social and academic. It is important that homeroom teachers get to know their students, and that they ensure that students are comfortable in approaching them with problems and concerns. Homeroom teachers meet with their students each morning for 10 minutes, and, in years 7 to 9, also meet with their students one period a week for “Personal/Social/Health Education”.

Some specific homeroom duties include:

- ☐ monitoring home learning/issues with completing this (including ensuring a system for recording home learning is used, whether Homework diary, or otherwise);
- ☐ gathering information concerning students in need (for example requesting information from subject teachers for a student highlighted as having issues in some way);
- ☐ sharing information regarding significant student issues with the Principal and School Counsellor;
- ☐ reviewing reports with students;
- ☐ reviewing examination procedures and preparations with students;
- ☐ recording student absences each morning: simply recording Present (arrival before 8.18), Late (arrival between 8.18 and 8.25), or Absent (non-arrival at Homeroom). Teachers do not attempt to enter “reason” codes; these are entered later by admin staff.
- ☐ where students are regularly Late, or worryingly frequently Absent, the Homeroom teacher should discuss this with the relevant Principal so that appropriate action can be taken

Codes used for attendance are as follows:

Code	Description	Regarded as
/	Present	In Attendance
M	Medical visit or illness: notified by the parent, or following a phone call to them	Absent
U	Unauthorised Absence (e.g. no contact to explain an absence; holiday with no arrangements made with the school in advance; an absence for an unacceptable reason)	Absent
A	Authorised Absence: an absence for an acceptable reason, normally with the school notified in advance e.g. family holiday, medical/dental visit, visa / passport renewal	Absent
S	Study Leave: planned time off school to study for examinations	In Attendance
V	Visit / Trip/ Sporting Event (with educational value; normally a trip/visit organised by the school)	In Attendance
E	Educational Event (in school, but not in regular scheduled class)	In Attendance
L	Late Arriving (unauthorised)	In Attendance
I (small L)	Late Arriving (authorised, e.g. school bus comes late)	In Attendance
F	Free Period	In Attendance

I. More Policies and Procedures

Buses

Seatbelts must be worn by all at all times. Teachers/staff should enforce the code of conduct on the school buses.

Please refer to the relevant section in the Parent-Student Handbook.

Child Safety and Protection For Teachers

We treat the safety, well being and protection of all children in our care with great importance. All suspicions and reports of any child being mistreated are investigated and taken seriously.

LANNA School is a learning environment and we aim to ensure that children feel safe, supported and secure. All adults at LANNA School work hard to create this atmosphere by:

- ☐ Treating children with respect and dignity.
- ☐ Maintaining a stable, consistent, safe and predictable environment.
- ☐ Enforcing rules, boundaries and regulations consistently and fairly.
- ☐ Intervening if we believe a child is being mistreated, abused or in danger.

In 1994 Thailand signed a United Nations agreement that details children's rights (see The Convention of the Rights of the Child 1989). This document makes clear a range of basic needs that every child has a right to. These include:

- ☐ A right to a family life
- ☐ A right to privacy
- ☐ A right to some form of help or support if something bad has happened to them
- ☐ A right to be involved in decisions about what happens to them
- ☐ A right to be protected from all forms of abuse

This means that at LANNA School we do not:

- ☐ Hit children as a form of punishment or believe that anybody else should do so.
- ☐ Act in a way that is cruel or humiliating towards children.
- ☐ Ask children to do anything unsafe.
- ☐ Ridicule and demean children.
- ☐ Deliberately make them feel anguish or fear

What should you do if you suspect a child is being mistreated or abused?

Adults often have suspicions that children are being mistreated or abused but don't do anything as they feel it's none of their business, or it will cause a fuss or that they are wrong. It is a requirement for all Lanna School adults to report any child abuse concerns. Please do not assume that somebody else will report it for you.

This is what you should do:

Registering a Safeguarding Concern

Note: if you deem a concern to be serious and urgent, then please contact a DSL ASAP by physically talking to them, calling or emailing them before registering the concern.

Please remember: there's no reason to feel anxious about registering a concern - any that you may have could prove to be very important. It's the DSL/s and Head's responsibility to make sure that concerns are dealt with appropriately.

1. Login to www.edukeyapp.com
2. Select 'Safeguarding' from the top menu
3. Enter school password
4. In the new browser tab, select the relevant choice from the following drop-down menus:
 - Who you are
 - Incident date
 - Choose pupil(s) concerned
 - Concerns
5. Type in the details of the concern
6. Submit the form and wait for acknowledgement from a DSL

(please email a DSL if you haven't had acknowledgement within 24 hours
childsafety@lannaist.ac.th)

You should never discuss your concerns with anybody else or take further action yourself.

All reports of suspected or actual abuse will be investigated and taken seriously and it may be necessary to talk to you further about your concerns.

*Designated Safeguarding Leads are Secondary Learning Support Teacher and Primary School Counsellor. Members of the Child Safety and Protection Team are: School Director; School Head; and the two DSLs;

Early Years reporting: Staff and adults working as part of Early Years should report all concerns to the Primary School Counsellor .

Primary School reporting: Staff and adults working as part of the Primary School should report all concerns to the Primary School Counsellor

Secondary School reporting: Staff and adults working as part of the Secondary School should report all concerns to the Secondary School Learning Support Coordinator.

In the event that a named staff member for Child Safety and Protection is absent or unavailable, concerns can be taken directly to the Head Teacher/ School Director. (There will also be an allocated Executive Board member although they may not be referred to directly).

All Child Safety and Protection concerns are recorded by the Designated Safeguarding Coordinator who coordinates all responses to all cases of reported abuse and mistreatment. All cases of reported abuse are also made known to the School Head and School Director.

All onward referrals to local agencies, including Law Enforcement, Social Services and Consulate Services are made by the School Director/ School Head.

Child Safeguarding 'Quick Guide' file for staff

Examples of good practice and poor practice

To meet and maintain our responsibilities towards students, we need to agree to standards of good practice.

Good practice includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour
- recognising that difficult behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the student's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- reporting all concerns regarding child welfare/ protection to a named Child Protection staff member

Poor practice – you should avoid:

1. any type of force that falls outside the guidelines for reasonable force (see separate documentation),
2. any form of corporal punishment. This includes slapping, hitting or throwing something at a student,
3. using humiliation, sarcasm or bullying as a form of control,
4. using, or allowing students to use, sexual jokes or innuendo or engaging in sexual bullying or provocative games,
5. inviting or allowing students to visit you at home,
6. touching a student or behaving towards a student in a way that distresses them or would be considered inappropriate if observed,
7. offering or deliberately allowing students access to alcohol, cigarettes, controlled substances or pornographic material,
8. treating a student less favourably because of their ability or disability, race, religion, culture or sexuality,
9. transporting students in your car, unless your line manager has agreed to this

10. working on a one-to-one basis with a student in a room where you cannot be seen through a window or an open door,
11. engaging in email, text messaging or online chat with a student unless your principal/administrator has agreed the circumstances,
12. abusing your position of trust.

The conduct of teachers and school staff should be beyond reproach but inevitably there will be so called "grey areas" that do not fall neatly into 'good practice' or 'poor practice'.

In these circumstances you should first refer to any relevant guidance or policies in the school.

Second, consider these questions:

- a. Would I do this/say this/ treat this student in this way if we were being observed?
- b. Would I be happy if someone did this/said this/ treated my own child in this way?
- c. Would I be concerned if I observed a colleague behave in this way?
- d. If challenged, can I explain my behaviour in terms of my professional duties?

Third, if you are unsure how to manage a situation, ask your principal/member of the Child SaFety and Protection Team. If you believe you have behaved in a way that could be questioned, report it to your principal/member of the Child SaFety and Protection Team straight away and offer an explanation. Do not let a small incident turn into a crisis.

On-Line Protection

Help To Ensure Children Maintain On-Line Protection. Children use the internet as an extension of their normal social development. There are some basic guidelines that need to be enforced at home and at school to ensure children remain safe.

Five Golden Rules For Internet Safety:

1. Don't put any pictures of yourself or anyone else on the internet that you wouldn't show your Mum (ever!).
2. Don't write anything to anybody that you wouldn't say to their face.
3. Make sure privacy settings are set for "friends only," and know who they are.
4. Never give personal contact details or arrange to meet someone you don't know.
5. Get help and report any on-line abuse immediately.

(For further information regarding child safety and protection at LANNA School please see Child Protection Handbook for LANNA Adults a copy of which is always available in the Library)

Code of Conduct

Please refer to the relevant section in the Student-Parent Handbook. All staff should ensure that the code is enforced.

Interrogations and Searches

Interrogations:

- A. By a person from outside the school: The school administration will make every reasonable attempt to notify parents prior to permitting any person from outside the school – including law enforcement officials – to question or detain a student. Two witnesses – parent(s) and school official(s) - should be present during such interrogations.
- B. By school personnel: Teachers may interrogate a group of students immediately after an event, such as something going missing, and that administration would be called in prior to individual questioning. In this event no one will be allowed to enter or leave the room where the event occurred until after administration had arrived and questioning was complete.

Searches:

- A. Of School Property: A search of school property, that is things owned by the school and thus includes lockers, desks drawers, baskets, classrooms, locker rooms and playgrounds, may be made at the discretion of the Head of School if a reasonable suspicion arises that stolen items or items considered illegal, disruptive, or a general nuisance to the educational process are being kept at school. Lockers, desk drawers and other storage areas used by students will be emptied at the end of a school year as a matter of routine.
- B. Of A Student's Person: A student's person, including a student's bag, will only be searched if there are clear indications that the student has stolen property, drugs, narcotics, weapons, explosives or other dangerous contraband in his/her possession. Such searches will be made in the presence of two adults of the same sex as the person being searched. A written report will be made to the parents.

School Worry Box

This is a system where any student can drop a note into a letter box in the central reception area and ask for help or advice about any issues they may find difficult to directly ask for help with.

Computers

All staff, and student users from Year 1 onwards, should complete and abide by the "Acceptable Use and Internet Protocol Policies".

LANNA Email Acceptable Use Policy

LANNA email accounts are provided for school use, such as communication with other staff, parents and students. They should not be used for private business, and users should not compose, send, or attach defamatory, abusive, inaccurate, threatening, offensive or illegal messages/files.

Emails should be aimed at enhancing the education that we provide. If ever in doubt about whether a particular use of email is appropriate please speak to a member of the school leadership team.

Appropriate Use of CC and BCC

When sending an email to multiple private email addresses (e.g. to parents) the BCC (Blind Carbon Copy) option should be used to maintain the privacy of the addresses (put yourself in the “To” field and all others in BCC)

The CC (Carbon Copy) field should be used sparingly. Don’t CC as a means of coercion. It’s fine to copy someone in as an informational courtesy, but it is inappropriate to do this as a subtle—or not-so subtle—form of coercion/to force a response. If the recipient is not responding to your emails, try a different communications strategy.

Group Email Use

Group email addresses are used at LANNA to facilitate easy sharing of information with specific groups of staff and/or students. Before making use of a group email address the sender should consider whether all of the group should be recipients of this email, or whether it should be targeted more accurately, using individual email addresses (in CC or BCC fields, as appropriate).

The LANNA group email addresses are intended to be used for:

- ☐ providing school related information that benefits/informs the recipients
- ☐ announcements, promoting school events, meetings, and activities
- ☐ making requests for assistance with school related events and activities
- ☐ giving thanks and positive reinforcement
- ☐ providing alerts about matters of health and safety

Group email addresses are not intended for:

- ☐ announcements of events or news unrelated to the school
- ☐ advertising or sales notices (with an exception for leaving teachers selling their goods)
- ☐ open discussions of concerns relating to staff members, students (should be directed at their teachers only), or school policies/issues (these should be directed to the relevant Principal)

When replying to a group email, think carefully before using “reply to all”. In most cases it is not required that all recipients of the original message see your reply – a simple reply is more appropriate; this courtesy also prevents the message reappearing in the Inbox of all recipients.

Booking the ICT Labs and the bookable laptops

Teachers who wish to take students to an ICT Lab can book one by using the online booking system. The secondary ICT Lab is open for student use every lunchtime 1:05 pm to 1:30 pm; this is for work only, not for playing games or social networking. Teachers who wish to make the computer room available to their students from 12.45 pm to 1.05 pm can arrange with the IT teacher to gain access and then supervise this time themselves. Please be considerate of others and aim to share the facility fairly.

Bookable laptops are also available for booking through the school’s online booking system.

Staff and Teacher Technology Handbook

Further procedural technical documentation can be found in the [Staff and Teacher Technology handbook](#) including:

- Accessing the LANNA network, Printing and Saving

- LANNA Teachers Homepage, Engage MIS
- Technology Policies and AUPAs
- Technology Support Department
- Data Security Policy
- Confidentiality of Data Policy
- End of academic year and leavers information

Booking the Examination Room

This is booked through the online booking system. This room is available to all, on a first-come first-served basis. Please be considerate of others and aim to share the facility fairly.

Health Procedures

Any student who becomes seriously ill or who is involved in an accident during the school day should be referred to the school nurse immediately

In the case of illness during the school day which necessitates sending the student home or to hospital, the nurse should make every effort to make arrangements with the parent/guardian before moving the student. If contact cannot be made, and if the situation requires it, the student is sent to hospital with an accompanying member of staff

The nurse should inform the divisional Principal and the Head of School immediately if there has been an accident. In the case of an illness which bars the student from attending class, the nurse should notify the Head of School and the teacher in writing.

Students who have contracted any communicable diseases or infections are admitted back to class only if a doctor's note is delivered to the school nurse

The teacher supervising a class/break/activity should write up any accident or injury which takes place during the school day or on a school activity. Copies should go to the nurse and the Head of School.

Displays of student work

Teachers are encouraged to make classrooms and corridors interesting and attractive through displays of teaching materials and students' work. Remember that seeing their own work on display is highly motivating for students.

Smoking

The school maintains a non-smoking campus. The school campus includes all the school buildings and the roads between the buildings.

Telephones and Fax Machine

The school phones are primarily to be used for LANNA business. The phones and the fax may be used free of charge for all local calls and for all school business. A staff member who uses the phones or the fax for personal calls that are not local should ensure that a member of the office staff records the call, and that any bills are paid promptly.

Photocopiers

These are intended for school use. Please complete the request form and give adequate time (pre-plan) for printing or copying needs. The office requests a minimum of one full day for photocopying requests.

Supplies

Most supplies are available from, or can be acquired through the school office. Forms are available in the office for requesting supplies. To request supplies, complete the form and place it on the appropriate spike. Supplies can be picked up in the office on the first Wednesday or Friday after the request is made.

At the beginning of the year, durable classroom supplies (such as rulers and scissors) are issued. These are for use in the classroom and are expected to last through the year. In the event of breakage, replacements can be requested. The damaged items should be returned with the request for replacement.

Teachers may purchase materials costing up to 1,000 baht maximum with prior approval from Principals. Receipts for purchases should be given to the Primary or High School Principal to sign, so that you can be reimbursed. For any expenditure over 1,000 Baht, please consult with the Head of School.

Maintenance

A request will normally be sent out during May for maintenance tasks to be completed during the summer months (July, August). Report other emergency needs as they arise by using the relevant link on the Teacher Help Desk. Maintenance Report Forms can be found by the entrance to the Main office.

If you do not get a satisfactory response to your request, you should inform the Head of School.

Mail/Post

All incoming mail/post will be distributed to individual mailboxes in the Teachers' Room.

School business letters should be given to the school office with a note marked "school business" and your name on it.

Personal mail will be posted for you. Prompt payment for this facility should be made.

Letters/newsletters to and from Parents

The Head of School sends out letters with school news several times each year. If you have items for these please give them to the Head of School in a timely manner.

All written communications leaving the school (for example, classroom newsletters or letters to parents) must be reviewed by the Head of School before they are sent out.

School Trips and Off-Campus Activities

The school encourages trips that have clear educational objectives and fit with the curriculum.

Field Trip Planning Procedures

Be aware that this procedure **MUST** be **STARTED** at least 7 days before a Day Trip and more than 40 days before an Overnight Field Trip.

Note: All forms referred to in this document are available electronically from the shared network documents folder, or printed from staffroom drawers.

Sequence for Initial Planning of Field Trips:

- A. Discuss with the relevant Principal the feasibility of the proposed trip
- B. Consult the school calendar to find appropriate dates to propose (seeking to not clash with other trips and activities, and minimising disruptions to other classes)
- C. Complete a Field Trip Approval Form and pass it to the relevant Principal for consideration.

What happens to the Field Trip Approval Form?

Once the relevant Principal has signed your Field Trip Approval Form, granting basic approval for the trip, the form is then passed by you to the admin secretary in the relevant Main Office. They will assist in confirming transport arrangements and total costs; they will also assign a mobile phone to the trip. They then pass the form to the Head of School to determine the proportion of costs to be met by students and/or the school. Finally, the form travels to the school Director who signs it to confirm that the process has been completed and arranges for it to be copied and passed back to you. You are then ready to continue with planning the trip (see step 2 below).

Day Trip, Detailed Planning Sequence:

1. Complete steps a, b & c, as described above, in the Sequence for Initial Planning of Field Trips section.
Once you receive a photocopy of the completed and signed form you can continue with planning your trip in detail, as set out below.
2. Download and complete a Parental Permission Form. Once you have completed all of the relevant sections, copy and distribute to parents. Do not just distribute blank forms!
Alternatively, for some trips, you may choose to prepare your own information and permission letter to use in place of this form. In these cases, be sure to incorporate all of the main features of the Parental Permission Form (timings, transportation, medical info, equipment, contact numbers, etc.), AND, have it approved by the relevant Principal before copying and distributing.
3. Collect and check returned permission forms. Ensure that all are signed and fully completed. These forms provide essential information and must later accompany you on the trip. Students who do not return forms cannot go on trips.

4. Use the Field Trip Checklist form to make final preparations in the days leading up to the trip and on the day of the trip itself. An important part of this is providing information regarding lunch requirements, if needed. Don't forget this!
5. After the trip, within 3 working days, complete a Field Trip Report form and pass to the Head of School, with the completed Field Trip Checklist form attached.

Important Notes – Relevant to all School Trips and Off-Campus Activities

Letters that go out to parents with the details of the trip must include a mobile telephone number that will be contactable during the trip. For trips that finish outside of school hours a request for travel home details must also be included. The Parental Permission Form should be used as a guide to other information that must be requested.

Prior to vehicle departure from school premises a register must be taken, to show which students actually leave school, and a copy of this must be handed in to the main school office. At this point the office admin staff should be made aware of any absences.

A copy of the same register must go with the trip and be used at appropriate times during the visit, as needed, particularly before returning to school.

Under no circumstances should a student who has not had the relevant permission provided by a parent or guardian be involved in any off-campus activities.

For all trips and activities there will be the required number of approved* adults, the ratio being: Early Years 1:6; KS1 and above 1:9 or up to 11 (i.e. 1 full minibus). Depending on the group size and numbers of boys and girls, provision must be made to have a reasonable number of male and female approved* adults. Bus drivers are not considered 'approved* adults' for the purpose of supervising the children on a school trip or off-campus activity.

If more than one bus is required to take students to venues for sports events, the person in charge will ensure that there is an approved* adult on each bus.

If there is an activity that takes place off campus regularly, one permission slip will cover the duration of the activity (e.g. football at the Airport pitch once a week for 6 weeks) and will include relevant dates. For Secondary students sports activities, this will include the series of fixtures for a particular sport (e.g. basketball matches and tournaments for the season). Any changes to the dates or venues should be communicated in writing, accompanied by additional permission slips, if appropriate.

In the event of an accident or emergency, the member of staff in charge will contact the school office in the first instance. Outside of normal school hours this will be by phoning an agreed member of staff (e.g. Head of Secondary, Head of Primary) and then the parents.

Where possible, any changes to the agreed trip plans will be communicated to the school and to parents, before any change is made (e.g. change of arrival time, change of venue for collection, etc.). Outside of normal school hours this will be by phoning an agreed member of staff (e.g. Head of Secondary, Head of Primary) and then the parents.

At the end of any trip or activity outside normal school hours, at least one of the approved* adults will wait until all students have been collected or have made their way home by the agreed method of transport. If parents are collecting all students from the venue, as agreed on the permission slips, provision will be made for supervisors to be returned to school.

Overnight trips will require the attending approved* staff to be responsible for student welfare at all times for the duration of the trip.

* Approved adults are adults who have been screened by the Head of School for the purpose of accompanying children on school trips and off-campus activities.

End of Year and End of Semester Responsibilities

These include:

- ☐ Finish marking all papers and assignments and submitting grades appropriately.
- ☐ Complete report cards as required.
- ☐ Prepare a file for the new teacher taking over your position (if leaving)
- ☐ Complete certificates and awards information.
- ☐ Make all requests for references in writing, well in advance of time needed.
- ☐ Take a book inventory and submit it to the Head of School
- ☐ Provide the Head of School with a list of missing/lost books
- ☐ Submit maintenance needs.
- ☐ Provide travel plans and/or forwarding address to the registrar.
- ☐ Check all necessary travel documents well before travelling.
- ☐ Return keys or arrange for retention over the holiday through the school office.

Towards the end of the second semester you will be given an “End of the year checklist” to complete by the relevant Principal.

References/Recommendations for Students

If a student or parent requests a recommendation or reference from you, you have the right to decide whether to do the recommendation/reference. If you agree please remember the following:

- ☐ All references/recommendations should be confidential.
- ☐ References should never be given to individuals but passed to the Head of School to be sent directly to the relevant interested party.
- ☐ Leaving students must ensure that any outstanding books/school property are returned.
- ☐ No documentation will be issued if fees, books etc. remain outstanding.

Textbooks

New textbooks are stamped by the school librarians. Teachers must keep accurate records, including the book number, of all classroom books signed out to students. Inventories must be submitted to the Head of School at the beginning of the school year and revised at the end before the teacher leaves for the long vacation. Any books not returned must be reported to the Head of School at that time.

Orders for new textbooks should be submitted to the Head of School before the end of March.

Library

LANNA library is now both a print library and an internet based on-line library with electronic resources. LANNA library has its own website. Students at LANNA have been given user names and passwords to sign in. The LANNA family community is also invited to use the webpage and its features.

Workshops are provided to enable all staff and students to use the online facilities to the full. Within school the access to Destiny is as follows: <http://192.168.1.200/>. From outside the domain the destiny address is 110.164.194.90.

We have a library of more than 10,000 titles. New additions are coming in on a regular basis. Please work with the librarian to coordinate student and teacher reference and learning needs.

Primary and Lower Secondary school classes should be given instruction in proper library use.

The House System

All students and teachers are placed in a house (Blue, Green, Red, Yellow) when they first arrive at LANNA. Teachers should know their own houses. Throughout the year various activities will be planned in which participants gather points for their houses. Teachers may also award Merit Points; see details of the Merit scheme below.

The aims of the house system are to:

- ☐ Provide a range of activities such that every student can be involved in an activity during the year. It may be sporting, non-sporting, or purely fun!
- ☐ Gives students the chance to work with others – an important experience and social skill,
- ☐ Enables students the chance to have a positive personal growth experience contributing to a team,
- ☐ Enables students to meet and cooperative with others in different year groups within their house – maybe make new friends or find someone who could help you

As a further extension of this sense of family, the Primary School has integrated the house system with the 'House Buddy' concept. This involves the younger students having an older house peer as a friend, mentor, and possibly a point of contact in the playground if in distress. The house buddies will also work together on a number of intra-house activities further strengthening the bond.

Schoolwide Learning Outcomes 'SLO' Awards

At LANNA International School we believe that praise is a powerful way of promoting achievement as well as community spirit and cooperation. The purpose of the Primary school's 'SLO' Award Scheme is to encourage pupils to produce high quality work and to contribute to the school community. Good work is measured against the student's own ability in the judgement of the member of staff. A SLO point' can be given to a student:

If they make a special effort to contribute to the school community.

If they produce an individual piece of work truly deserving of recognition (in relation to the student's ability/past performance).

If they have shown significant and sustained improvement in your subject area

Demonstrated an attribute of our Schoolwide Learning Outcomes

Primary teachers award SLO points. SLO point awards are handed to the homeroom teacher by the student, and are then recorded on the log sheet displayed in the homeroom by the homeroom teacher.

Swimming Pool

The pool should be used only when it is properly tested and ready for swimming. Check with the physical education teacher regarding booking and usage. Adequate supervision is necessary for all use, especially for non-swimmers and younger children. Children should never be left unsupervised in the pool area or with access to the pool area; all gates to the pool area must remain locked unless pool area supervision is in place. The key to the pool area can be obtained from the admin staff at the main school office.

Swimming Pool User Agreement For Staff

Conditions of use:

1. Before making use of the pool all staff members must have read these conditions of use and have returned the tear-off agreement from the bottom of this page to Office 1.
2. Any LANNA staff member using the school pool is responsible for his/her own safety. Ideally, for their own safety, all users will always be accompanied by at least one other person whilst in the pool area. If unaccompanied, individuals swim at their own risk, and should take all sensible precautions to minimise this risk e.g. not diving, ensuring they are well hydrated, not fatigued, not suffering electrolyte deficiencies, swimming close to the side (easier exit if cramped).
3. Pool availability to staff members:
 - a) The swimming pool can be used by staff during the school day, from 8.05am, during a break or a non-teaching period, but not if a class is using the pool. The pool is not available before 8.05am as the water must be still for cleaning.
 - b) The swimming pool can be used by staff after school, so long as it isn't fully utilised by an organised activity (it is fine to share usage, so long as this is agreeable to the organised activity). The pool area must be vacated by 5pm if swimming accompanied, and by 4.30pm if swimming alone (because very few people are here after that time).
 - c) The pool is not available for staff use at weekends, on public holidays, or during school holidays.
4. LANNA Swimming Pool Rules:
 - a) Appropriate swimwear must be worn; no shoes to be worn in the pool area.
 - b) No food or drink to be consumed in the pool area.
 - c) Before swimming: take a shower; remove all makeup and hair styling; remove all bandages, tape, plasters and jewellery; ensure your valuables are secure (not left unattended in the changing rooms or elsewhere).
 - d) After swimming: take a shower to remove chlorine from hair and body; leave the changing room, showering room and pool area clean and tidy.
5. Cancellation of Use: The school reserves the right to cancel the use of the swimming pool at any time. This includes, but is not limited to: the school requires its use; the school considers that the pool is unfit for use; there are unsafe weather conditions; the swimming pool needs to be maintained.

Medication

Teachers and Assistant Teachers should never give any medication, oral or topical, to a student without informing the nursing staff.

J. Emergency Procedures

Emergency instructions and a map locating fire extinguishers and "break glass alarms" will be posted in all teaching rooms.

Emergency drills will be held regularly during the school year. Some will be announced drills, some will be surprise drills.

All staff should familiarise themselves with the location of extinguishers, emergency exits and procedures. They should also familiarise themselves with emergency assembly locations. Teachers should go over the procedures with their students during the first week of school.

In the event of an emergency the teacher room should ensure that:

- All electrical devices including lights and air conditioners are turned off.
- All doors and windows are closed.
- Students remain calm and quiet at all times.

K. Support Services

Office Hours

The school office hours are Monday to Friday 7.30 am to 4.00 pm

Who to see

For questions related to visas, work permits and insurance: Secondary Campus, Office 1

For questions relating to salary and tax: Mr. Robert, Ms Natt, Ms Jah, or Khun Surin

For questions relating to policies, procedures, problems: Mr Kevin, Ms Sarah, Ms Kate, Mr. Rob, Ajarn Aoy

Lost and Found

Lost property should be turned into the school office.

Appendices

Teacher Evaluation/Appraisal Policy

LANNA is committed to having excellent teachers and is also committed where possible to ensure continuity of staff through encouraging excellent teachers to remain at the school for as long as possible.

Staff evaluation is an ongoing process with all staff involved in the process although procedures for staff with administrative responsibilities may differ from those for classroom teachers. It is the responsibility of The Board to evaluate the performance of the Head of School.

Evaluation looks at many aspects of performance as outlined in job descriptions. The Head of School will have overall responsibility for the fair implementation of the policy, but wherever appropriate senior members of staff such as Principals, Heads of Departments, and Key Stage Coordinators will also be involved.

One of the key purposes of evaluation is to provide data for enabling effective professional decisions to be made on the offer of new contracts. However, it is important to note that satisfactory evaluation unfortunately may not guarantee the offer of a new contract as the broader needs of the school in terms of student numbers and staffing needs may also need to be taken into consideration. As previously stated, the school is committed to continuity in staffing and such circumstances would be unusual.

The main ideas behind the procedure for teacher evaluation and professional development are based on staff surveys which indicated a number of things:

- A good teacher is a teacher who cares about teaching.
- A good teacher is one who reflects constantly and has a desire to improve professionally.
- Teachers need to feel their evaluation is meaningful.
- Most teachers valued meaningful professional observations of some type; both focused observations of others and observations by those whose professional opinion they respected.
- Different types of evaluation suit different teachers.

The School's Evaluation/Appraisal policy is designed to ensure that the system is constructive, ongoing, and aligned with the overall philosophy and aims of the school. It includes clarification of responsibilities through a written job description, and an agreement on current professional development objectives through annual individual professional growth targets.

The evaluation process is designed to support teachers and evaluators as they work together to ensure quality educational experiences for all our students. The programme should therefore contribute to confidence among parents that their children are being effectively educated. Self-appraisal is the key to the success of this process.

The major goals of LANNA's teacher professional growth and evaluation programme are to:

- ❑ ensure quality student learning through quality, up to date, instruction,
- ❑ promote reflection, evaluation, and the continued growth of our professional staff.

These goals can only be achieved when an atmosphere of mutual trust and co-operation exists between teachers and evaluators.

The primary responsibility for growth rests with teachers. They identify their own strengths as well as their challenges and intentionally target areas for growth in instruction or professional performance.

The evaluator has the responsibility to assist, support and facilitate teachers in that effort through reflective, meaningful dialogue with the teacher, and through supporting each individual's targeted professional development. For new teachers, an assigned mentor will also contribute to this.

The premise behind this evaluation model is that effective teaching can be described, observed, and continually improved through self-reflection and evaluation.

Full details of the process are in the Evaluation documents.

Job Descriptions

SCHOOL DIRECTOR

The Director shall have the duties and responsibilities as follows:

- ☐ overseeing and taking responsibilities for academic work.
- ☐ appointing and removing teachers, educational personnel and officers of school in accordance with the rules set forth by the Executive Board
- ☐ controlling and taking charge over the teachers, educational personnel and students.
- ☐ making the registers on the teachers, educational personnel, officers and students, and other documents relating to the rendering of education in accordance with the rules set forth by the Commission.
- ☐ making documentary evidence relating to the educational measurements and evaluations in accordance with the rules set forth by the Commission.
- ☐ performing other functions relating to academic matters in accordance with the official rules and regulations including the Constitutive Act, policy, rules and regulations of the school and other duties set forth under this Act.
- ☐ inform the school licensee of matters as they arise (e.g. curriculum, faculty, stationary, text books, major maintenance, and assets inventory).
- ☐ attend the Executive Board meetings.
- ☐ work with teachers, students and parents to enhance the learning environment at school and at home.
- ☐ provide services towards society and the community on behalf of the school as required by the Ministry of Education.
- ☐ consider new policies and objectives to progress the school.
- ☐ communicate with staff and faculty to perform as a service provider.
- ☐ maintain high quality and standards of the school.
- ☐ manage the school's progress and development.

HEAD OF SCHOOL

The duties of the Head of School include:

- ☐ to assume overall responsibility for the educational program and its administration
- ☐ to work with the Thai Head and the Secondary School Principal in ensuring that the school provides an effective college/university counselling program
- ☐ to oversee the development of the school, including planning for the short, medium and long term
- ☐ to promote school wide, local and international public relations through, for example, the preparation of school descriptions, brochures, newsletters
- ☐ to establish and maintain liaison between the school and the Executive Board
- ☐ to oversee the annual Instructional Budget and the ordering of the necessary materials
- ☐ to prepare other budget proposals
- ☐ to prepare the job descriptions, contracts, pay scales and adjustments for the international teachers
- ☐ to implement recruitment, appointment and dismissal of staff
- ☐ to evaluate the teachers
- ☐ to implement any policy decisions made by the Executive Board

- ☐ to prepare agendas and necessary documents for Executive Board meetings; and to take and distribute minutes
- ☐ to chair regular meetings of the Leadership Team and full faculty meetings
- ☐ to maintain effective communication with all members of the school community
- ☐ to approve the admission of new students or, in consultation with the relevant bodies, the to liaise with the Thai Head so as to maintain an awareness of Thai law and the rules and regulations of the Ministry of Education pertinent to the school
- ☐ to promote and implement curriculum development
- ☐ to plan the use of the school buildings and ensure that plans are prepared for future expansion
- ☐ to prepare the school calendar, the teaching timetable and staff duty roster
- ☐ to implement school-wide extra-curricular activity programs
- ☐ to oversee procedures for student assessment, record keeping and reporting
- ☐ to have a good sense of humour!
- ☐ to represent the school at PTO meetings

SECONDARY SCHOOL PRINCIPAL

The duties of the Secondary School Principal include:

- ☐ to maintain effective communication with staff through regular staff meetings and internal memoranda
- ☐ to attend Leadership Team meetings
- ☐ to arrange cover for teachers when they are absent through illness
- ☐ to oversee the day to day running of the Secondary division
- ☐ to work with the Head of School in monitoring academic progress (and all matters related to this) of students in the Secondary division
- ☐ to advise staff, students and parents on the nature of the external examinations' programs
- ☐ to ensure that all necessary paperwork pertaining to external examinations is done
- ☐ to distribute results of external examinations to students
- ☐ to prepare and publish timetables for internal examinations and coordinate procedures for assessment and reporting to parents
- ☐ to work with the Head of School and the Thai Head on matters relating to college counselling and university placement
- ☐ to work with the Head of School on matters relating to graduation from LANNA
- ☐ to oversee the pastoral programmes
- ☐ to organize Secondary assemblies and other functions relevant to that section of the school
- ☐ to assist the Head of School in building a harmonious and unified school community
- ☐ to assist new teachers to become familiar with the Secondary division
- ☐ to undertake any further reasonable duties requested by the Head of School

HEAD OF SIXTH FORM

The Head of Sixth Form takes a leading role in the organisation and management of the Sixth Form (Y12 and 13) section of the Secondary School. The Head of Sixth Form is responsible to the Head of School, through the Secondary Principal.

The duties of the Head of Sixth Form include:

- ☐ to oversee the day to day running of the Sixth Form division
- ☐ to create and oversee a yearly Sixth Form Tutorial system that allows all students access to a named staff member.

- ❑ to meet individually with students, periodically, to develop, monitor and update their academic plans and career goals.
- ❑ to work with the Head of School in monitoring academic progress (and all matters related to this) of students in the Sixth Form division.
- ❑ to work with administration in providing advice to students/parents regarding IGCSE and post IGCSE programmes and subject choices by organising meetings with students and parents individually and in groups, as necessary.
- ❑ to ensure that students are advised regarding onward university/career options and the relationship to IGCSE and post IGCSE option choices.
- ❑ to carry out online careers and university profiling with all students in Y11 and to monitor this throughout Y12/13.
- ❑ to create and update a library of college-related publications: college catalogues, testing, registration forms, test preparation materials, etc.
- ❑ to establish and maintain contact with universities, colleges and related agencies, and to invite and welcome representatives from colleges and universities to the school.
- ❑ to plan and conduct college visits and career days.
- ❑ to develop and maintain a process and timetable for students applying to university for various countries and looking into various future careers.
- ❑ to build relationships with outside organisations which support college entrance: e.g. testing organisations, consular offices and summer programmes.
- ❑ to oversee aptitude and achievement testing (IELTS, PSAT and SAT).
- ❑ to collaborate with other staff to create and update supporting documents for college admissions, such as transcripts, the school profile, a college counselling handbook and information for the school's website and ensuring all relevant information is on the school's database.
- ❑ to write and/or be responsible for the writing of all student references for Y12/13 students.
- ❑ to maintain contact with parents regarding student choice of university and onward career pathway.
- ❑ to assist students/parents with college admissions forms and securing financial aid and/scholarships.
- ❑ to gather data and monitor onward university progression.
- ❑ to update and monitor the LANNA School Alumni Network.
- ❑ to attend and contribute to Leadership Team meetings.
- ❑ to assist the Head of School in building a harmonious and unified school community.
- ❑ to undertake any further reasonable duties requested by the Head of School.

HEAD OF KS3/KS4

The Head of KS3/KS4 takes a leading role in the efficient organisation and development of those sections of the Secondary School. The Head of KS3/KS4 is responsible to the Head of School, through the Secondary Principal.

The duties of the Head of KS3/KS4 include:

- ❑ to work with the Secondary Principal in the pastoral development and management of Key Stages 3 and 4 in line with the school's vision and mission.
- ❑ to work with Homeroom teachers and Secondary Support services in providing appropriate pastoral support and guidance to students in KS3 and KS4, including organising assemblies/meetings as required for KS3 and KS4.

- ❑ to take a leading role dealing with matters of behaviour, conduct and discipline within KS3/KS4, supported by the Secondary Principal regarding more serious issues that may arise.
- ❑ to work with the Secondary Leadership Team and Secondary Support services in monitoring and supporting academic progress of students in KS3 and KS4.
- ❑ to oversee the organisation and development of timetabled in-school activity sessions.
- ❑ to oversee the organisation and development of activities designed to ease students' transition from Primary to Year 7
- ❑ to work with the Secondary Leadership team in providing advice to students/parents regarding IGCSE and post IGCSE programmes and subject choices. Being involved with meetings with students and parents, individually and in groups, as necessary.
- ❑ to liaise with the Head of Sixth Form and Secondary Heads of Department, where appropriate.
- ❑ to attend and contribute to weekly Secondary Staff Briefings.
- ❑ to attend and contribute to Secondary Leadership Team meetings.
- ❑ to bring to the attention of the Secondary Principal any significant issues that arise in relation to this role.
- ❑ to assist the Head of School in building a harmonious and unified school community.
- ❑ to undertake any further reasonable duties requested by the Head of School.

SECONDARY CURRICULUM COORDINATOR

The Secondary Curriculum Coordinator takes a leading role in coordinating the effective implementation of the school's Curriculum Review Cycle (CRC) within the Secondary School. The stated purpose of LANNA's CRC is *to review and update the written, taught and assessed curriculum in order to improve student learning*. Working closely with subject teachers to achieve these goals is the key responsibility of this role.

The duties of the Secondary Curriculum Coordinator include:

- ❑ to take overall responsibility for the management and implementation of the school's CRC within the Secondary School - working closely with department heads and subject teachers, guiding and assisting them in reviewing and updating the written, taught and assessed curriculum in order to improve student learning (in line with the CRC schedule, and at other times where issues of concern are identified).
- ❑ to oversee the updating, organisation and centralised storage of all documentation related to LANNA's Secondary School programmes of study.
- ❑ to provide assistance to teachers and departments in determining annual book and resource orders to support the delivery of their curriculum areas.
- ❑ In collaboration with colleagues, work to facilitate the provision of appropriate meetings and training to assist teachers in meeting the goals of the CRC. This may include engaging colleagues in conversations about their teaching and the impact it has on student learning, organising PD opportunities, providing training to groups, and working with individuals on a one-on-one basis.
- ❑ to monitor our curriculum offerings and the expanding range of opportunities that we may make available to our students; working with the Head of School, Secondary Principal, and Head of Sixth Form in proposing/considering changes to our curriculum.
- ❑ to develop and maintain appropriate curriculum documents for consumption beyond subject teachers and departments. To include, but not limited to: IGCSE and AS/A Level Options Booklets, to be published in the early part of the second semester each year offering guidance on subject choices for Y9 and Y11 students; KS3, KS4 and KS5 outline curriculum documents, for sharing with parents and for publication on our school website.

- ❑ to be responsible for the ongoing review and development of this cycle, in conjunction with the Head of School, the Principals, Head of Sixth Form and the Primary Curriculum Coordinator.
- ❑ to collaborate with the Primary Curriculum Coordinator towards ensuring an appropriate transition in curriculum from Primary through to Secondary School.
- ❑ to liaise with the Secondary Principal regarding curriculum development and implementation progress and issues.
- ❑ to bring to the attention of the Head of School any significant issues that arise in relation to this role.
- ❑ to undertake any further reasonable duties requested by the Head of School.

SECONDARY HEAD OF DEPARTMENT

The Head of Department is to take a leading role in coordinating the efficient running and development of the department, supporting its members and directing, as appropriate, the work of those colleagues to ensure successful and effective teaching and learning, and the ongoing development of the department. The Head of Department is responsible to the Head of School, through the Secondary Principal.

Heads of Department are expected:

- ❑ to take overall responsibility for the efficient running of his/her department
- ❑ to attend and contribute to regular Head of Department Meetings
- ❑ to lead regular departmental meetings and send minutes to the Secondary Principal and Head of School
- ❑ to lead the department in development planning
- ❑ to cascade information from HOD meetings, to all department members
- ❑ to guide Departmental Self Review, in consultation with the Secondary Curriculum coordinator, in terms of the quality of learning and teaching, on a regular and systematic basis
- ❑ to act on the findings of the Department Self Review to improve the quality of learning and teaching
- ❑ to carry out classroom observations of department members and engage colleagues in conversations about their teaching and the impact it has on student learning
- ❑ to review, with colleagues, examination results within the department
- ❑ to be responsible for informing department members of external exam syllabus updates
- ❑ to be responsible for communicating all pertinent examination related information with the examination officer in a timely and proactive manner
- ❑ to coordinate the allocation of teaching responsibilities
- ❑ to work toward standardisation of grading within department areas, in-line with expected school grading standards
- ❑ to allocate the planning and organisation and administration of field trips, events etc.
- ❑ to coordinate the ordering of teaching resources and the recording of lost items
- ❑ to bring to the attention of the Secondary Principal any significant issues that arise within the department
- ❑ to liaise with primary school coordinators where appropriate

PRIMARY SCHOOL PRINCIPAL

The duties of the Primary School Principal include:

- ☐ to maintain effective communication with staff through regular staff meetings and internal memoranda
- ☐ to attend Leadership Team meetings
- ☐ to arrange cover for teachers when they are absent through illness
- ☐ oversee the day to day running of the Primary division
- ☐ to work with teachers and administration to keep aware of students' needs so as to assure that those needs are being met by the school's Primary curriculum
- ☐ to work with teachers and administration to evolve the Primary curriculum in the most appropriate ways
- ☐ to assist teachers in the writing of Primary curriculum documents that accurately reflect what is being taught
- ☐ to assist Primary teachers in identifying and applying a range of assessment practices
- ☐ to work with the Head of School in relating the curriculum areas to the school timetable
- ☐ to work with the Head of School in monitoring academic progress (and all matters related to this) of students in the Primary division
- ☐ to organise Primary assemblies and other functions relevant to that section of the school
- ☐ to assist the Head of School in building a harmonious and unified school community
- ☐ to assist new teachers to become familiar with the Primary division
- ☐ to undertake any further reasonable duties requested by the Head of School

PRIMARY DEPUTY HEAD

The Primary Deputy Head is responsible for the development, management, implementation and evaluation of educational and pastoral services for students. The Primary Deputy Head will assume responsibility for the Primary School in the absence of the Primary Principal.

The Deputy Head will:

- ☐ assume and undertake the main teaching of coordination role for Learning Enrichment within the school working alongside the Whole school ES coordinator and Learning Support Coordinator
- ☐ assume and undertake the main teaching of a curriculum specialist area (Drama, Art) for KS1) working alongside the Drama and Art Specialist teacher.
- ☐ provide strategic overview and support of the Specialist team at Primary moving the team forward in the teaching and learning of specialists subject areas
- ☐ be a member of the Primary Senior Leadership Team
- ☐ assist the Primary Principal in leading and managing the school
- ☐ undertake such duties as are delegated by the Primary Principal
- ☐ assist in the implementation of the strategic improvement plan under the overall direction of the Primary Principal in formulating and reviewing the Continuous School Development Plan for Primary and the aims and objectives of the school by:
 - ☐ establishing the policies through which they shall be achieved
 - ☐ leading and managing staff and resources
 - ☐ monitoring progress towards their achievement

Responsibility for:

- ☐ supporting the Primary Principal
- ☐ ensure the effective daily operation of the school

- ☐ understand issues relating to the organisation, budgeting and ordering of resources with the Primary Principal and School Office Manager
- ☐ coordinating activities across the whole school
- ☐ timetabling (with the Primary Principal)
- ☐ coordinating and chairing designated meetings
- ☐ monitoring attendance records
- ☐ assist Primary Principal with Assembly
- ☐ supervise participation in key events
- ☐ monitor and update all operational policies and monitor uniform standards
- ☐ provide for the orientation of new staff
- ☐ assist with staff recruitment as required
- ☐ manage the Specialist team of teachers providing direction and support

Teaching and learning

- ☐ To carry out the main teaching duties associated with the Learning Enrichment programmes and coordinates other support staff
- ☐ Support and advise on pedagogical practice and classroom management
- ☐ Work with teaching assistants, Primary Counsellor, whole school ES coordinator, Specialist department and the Learning Enrichment Coordinator
- ☐ Set school wide targets for student attainment levels, alongside the Curriculum Coordinator/s
- ☐ Demonstrate good practice in the teaching areas of responsibility
- ☐ Responsibility for teaching across both Key Stages

Curriculum Development

- ☐ To be responsible for progress and support of both Key Stages, alongside IPC/Curriculum Coordinators (English/Mathematics)
- ☐ To develop and enhance the specialist subject areas incorporating IPC teaching and learning to embed the language of learning at Primary.

Pastoral Care

- ☐ To be responsible for the management of pastoral care.

The management of staff

- ☐ To be responsible for the line management of Specialist teachers.
- ☐ To participate in the recruitment and development of teaching and non-teaching staff of the school.
- ☐ To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- ☐ To participate in arrangements for the appraisal of the performance of teachers and assistants.
- ☐ The provision of professional advice and support and the identification of training needs.
- ☐ Assist with and implement the Pastoral Care policy for staff and students at Primary.

Relationships

- ☐ To be responsible for fostering positive relationships across the school community.
- ☐ To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education and wellbeing.
- ☐ To assist liaison with other educational establishments in order to promote the continuity of learning, progression and curriculum developments.

- ☐ To develop and maintain positive links and relationships with the community, local and international organisations and employers
- ☐ Support the PTO.
- ☐ Support and assist with collaborative social events to build team spirit and moral

Professional standards and quality assurance

- ☐ Set a good example in terms of dress, punctuality and attendance.
- ☐ Attend and participate in open evenings, student performances and staff social events
- ☐ Uphold the school's behaviour code and uniform regulations
- ☐ Participate in staff training.
- ☐ Attend team and staff meetings.
- ☐ Develop networking links with other School Council, International Organisations and neighbouring Schools.

PRIMARY IPC COORDINATOR

The IPC Coordinator is responsible for leading the implementation and development of the International Primary Curriculum (IPC) at Lanna International Primary School. The IPC Coordinator will be responsible for facilitating and providing opportunities for teachers and leaders to attend **learning-focused** meetings reflecting on the IPC implementation throughout their tenure, including the nine underpinning foundations and discussing their impact and development at Lanna International Primary School. The IPC Coordinator is responsible for enabling children, parents, teachers, leaders and community members to better understand the philosophy, process and pedagogy, underpinning each criterion, resulting in the successful implementation of the IPC at Lanna International Primary School. The IPC Coordinator is responsible for visiting classrooms to see the IPC in practice throughout the school, to ensure the nine foundations of the IPC are being demonstrated in all classes.

Roles & Responsibilities for the position of Primary IPC Coordinator:

- ☐ The IPC Coordinator would have a key role in overseeing all aspects of the implementation of the IPC curriculum, within Lanna International Primary School.
- ☐ To set up, with the leadership team, and oversee the implementation and development of the IPC curriculum within Lanna International Primary School.
- ☐ To be 'learning-focused' and use this as a lens to consider everything that is done and how this impacts on improving learning at Lanna International Primary School.
- ☐ To promote a shared vision about the kinds of people that Lanna International Primary School is hoping to develop, setting the foundation for the culture of the school.

Curriculum Development

- ☐ Be responsible for maintaining curriculum documentation across the Primary department
- ☐ Liaise with all Primary teachers regarding the implementation of the curriculum
- ☐ Work with teachers to examine, develop and improve curriculum design (planning)
- ☐ Evaluate the efficacy of the programmes of study in terms of depth and breadth, and to meet the needs of all learners
- ☐ Work with teachers to ensure the curriculum is adapted to meet the school's situation/context, with particular focus on relevance and global competencies
- ☐ Ensure that there is subject progression across the Primary school and that this is transparent to all stakeholders
- ☐ Report to the Head of Primary issues regarding Curriculum Development and implementation
- ☐ Establish a system of curriculum review that evaluates, develops and continuously improves what is being taught and work with teachers to implement changes

- ❑ Work with Key Stage Coordinators to determine book and resource orders to support the delivery of the curriculum.

Teaching and Learning (Instruction)

- ❑ Work with teachers to develop teaching/instructional methodologies, including support in ongoing teacher Professional Development
- ❑ Work with teachers and students to ensure that students are engaged in their learning and that there is consistency in the standards and expectations across and between year groups
- ❑ Work with teachers to evaluate units of work, identifying areas for improvement and resource allocation
- ❑ Support the Head of Primary in the process of staff evaluation and professional development, maintaining documentation and collecting evidence of teaching and learning

Assessment

- ❑ Work towards developing a schoolwide standard assessment process to enable tracking/monitoring student progress and attainment across the curriculum
- ❑ Work towards developing a system for examining work for the purposes of moderation and work with teachers to ensure consistency in marking/grading/reporting across and between year groups
- ❑ Work with teachers to create an effective system for collecting and analysing assessment data
- ❑ Ensure the results of student assessment are used to make changes and decisions about curriculum and instruction
- ❑ Feedback assessment data to the Head of Primary and support the process of reporting

Teaching Responsibilities

- ❑ When necessary, provide cover (1-2 periods) for teachers to facilitate (regular) moderation/planning meetings

PRIMARY ENGLISH/MATHEMATICS COORDINATOR

The Primary English Coordinator and Primary Mathematics Coordinator work closely with teachers and senior leaders to ensure there is absolute consistency in what our pupils experience and learn. They provide professional leadership and management for English/Mathematics in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all learners.

Roles & Responsibilities for the position of Primary English Coordinator & Primary Mathematics Coordinator

Teaching, Learning, and Standards

- ❑ To provide leadership in English/Mathematics.
- ❑ To evaluate the effectiveness of teaching and learning in English/Mathematics and progress towards meeting agreed targets across the school.
- ❑ To secure, in collaboration with the Primary Principal and senior colleagues, high standards of teaching and learning in English/Mathematics

Leadership and Coordination

- ❑ To assume the role of 'subject' consultant for colleagues.
- ❑ To demonstrate, by practical example if appropriate, effective ways of organising the teaching within English/Mathematics.

- ❑ To inform parents/ Senior Management if/when required regarding current thought and practice in English/Mathematics.
- ❑ To assist the Primary Principal in ensuring the highest possible standards and quality of learning in English/Mathematics using the school's Teaching and Learning Policy as one means to achieve this

Supporting, Guiding and Motivating

- ❑ To take an active lead in relevant school-based INSET through running of staff meetings for English/Mathematics.
- ❑ To take on responsibility for informing colleagues of appropriate INSET activities, to take part and/or encourage others when appropriate, in consultation with Deputy Principal and/or Primary Principal

Policy and Direction

- ❑ To keep abreast of developments in English/Mathematics.
- ❑ To lead colleagues in formulation, review and evaluation of policy, in consultation with the Primary Principal and Primary Leadership Team.
- ❑ To ensure that policy reflects current UK initiatives.
- ❑ To carry out an annual review of English/Mathematics following guidance issued.
- ❑ To establish/maintain a Subject Leader's file

Resourcing

- ❑ To identify needs and to resource, in consultation with colleagues, English/Mathematics within the limits of a given budget.
- ❑ To requisition, in consultation with the Primary Principal, such items are necessary to ensure effective learning and teaching of English/Mathematics.
- ❑ To be responsible for checking, storing and ensuring appropriate use of related resources

Liaison

- ❑ To liaise, as/when necessary and reasonable, with other colleagues at Lanna International Primary School in English/Mathematics.
- ❑ To liaise, as/when necessary and reasonable, with Lanna International Early Years and Secondary School in English/Mathematics.

PRIMARY YEAR GROUP LEADERS

Primary Year Group Leaders (middle leaders) work closely with teachers and senior leaders to ensure there is absolute consistency in what our pupils experience. The Lanna leadership teams are highly ambitious, and strive to improve pupil outcomes so that they reach outstanding levels.

Roles & Responsibilities for the position of Primary Year Group Leaders

- ❑ To lead and manage the achievement, progress and pastoral provision for a year group of students.
- ❑ Track and monitor, attendance, achievement and the behaviour of students within your appointed year group to ensure that successes are recognised and any underachievement is quickly addressed
- ❑ Take a lead responsibility in co-ordinating appropriate intervention for students within your year group whose attendance, achievement or behaviour is a concern
- ❑ Coordinate the delivery of the pastoral curriculum, and liaise with other Heads of Year where necessary, to ensure continuity and progression of pastoral provision throughout the school.

Primary Year Group Leaders carry out all duties and responsibilities of a teacher as outlined in the current conditions of employment including:

- ☐ To maintain the positive ethos and promote the values of the school
- ☐ To plan and deliver effective lessons which deliver good progress and achievement for all pupils
- ☐ To be responsible for the pastoral wellbeing of pupils
- ☐ To build positive relationships with pupils, staff, parents and governors which support the work of the school
- ☐ To provide effective leadership and management of a year group

WHOLE SCHOOL ENGLISH SUPPORT COORDINATOR

The Whole School English Support Coordinator is responsible for the development, management, implementation and evaluation of English Support services for students at Lanna International School. This position would be across the three different divisions of Lanna International School liaising with teams in Early Years, Primary and Secondary to have an overview of how Lanna is meeting the needs of children with low levels of English

The whole school English Support (ES) Coordinator oversees the provision for students who are learning English and require extra support to sufficiently access the curriculum. It is the role of the whole school English Support (ES) Coordinator to lead and support teachers to produce the best lessons that will ensure each student makes rapid progress with their English capability and their confidence in using the language for all aspects of school life.

The duties of the Whole School English Support Coordinator include:

- ☐ Under the overall direction of the Head of School, hold responsibility for the delivery of excellent teaching and learning for students identified as ESL or requiring additional English Support.
- ☐ Contribute to the leadership of the ongoing development and delivery of strategies to deliver high quality learning leading to sustained high achievement and attainment
- ☐ Plan and teach high quality lessons in accordance with the school's plans, curriculum and schemes of work
- ☐ Assess, monitor, record and report on students' achievements and learning needs to ensure their excellent progress and high attainment
- ☐ Undertake ongoing training and development in order to maintain and enhance professional teaching skills

EARLY YEARS PRINCIPAL

The duties of the Early Years Principal include:

- ☐ to maintain effective communication with staff through regular staff meetings and internal memoranda
- ☐ to attend Leadership Team meetings
- ☐ to arrange cover for teachers when they are absent through illness
- ☐ oversee the day to day running of the Early Years division including that done by ancillary staff
- ☐ to work with teachers and administration to keep aware of students' needs so as to assure that those needs are being met by the school's Early Years' curriculum
- ☐ to work with teachers and administration to evolve the Early Years' curriculum in the most appropriate ways
- ☐ to assist teachers in the writing of Early Years' curriculum documents that accurately reflect what is being taught

- ❑ to assist Early Years' teachers in identifying and applying a range of assessment practices
- ❑ to work with the Primary Principal and Head of School in relating the curriculum areas to the school timetable and the transition of students from Reception to Year 1
- ❑ to work with the Head of School in monitoring academic progress (and all matters related to this) of students in the Early Years' division
- ❑ to organise when needed relevant assemblies and other functions pertaining to that section of the school
- ❑ to assist the Head of School in building a harmonious and unified school community
- ❑ to assist new teachers to become familiar with the Early Years' division
- ❑ to support fully the school's Child Protection Policies and sign a statement to this effect.
- ❑ to undertake any further reasonable duties requested by the Head of School

TEACHERS

Classroom Teacher - Professional Responsibilities

Curriculum Planning, Preparation and Delivery

- ❑ Teaches the established school curriculum, and makes use of established school teaching strategies, systems, and learning resources as appropriate.
- ❑ Works on an ongoing basis to maintain up to date subject knowledge and utilises this to continually develop and document the relevant curriculum.
- ❑ Prepares, plans, and delivers the curriculum, clearly identifying the teaching objectives and how they are taught and assessed - in line with research based best practices.
- ❑ Demonstrates an awareness of the individual needs of students and promotes high academic standards, encouraging each student to reach his/her potential. This includes providing differentiated instruction where needed.
- ❑ Integrates the taught curriculum with the school's Schoolwide Learning Outcomes, including engaging students in learning activities which encourage creative thinking and promote critical inquiry.
- ❑ Evaluates own planning, preparation and delivery critically to improve its effectiveness.

Assessment

- ❑ Sets, marks and returns homework and other assignments in a timely fashion, providing meaningful feedback.
- ❑ Maintains careful, complete and accurate records of student attainment.
- ❑ Implements a variety of relevant assessment strategies that measure student achievement, and uses this data to inform/improve specific areas of instruction.

Classroom Management

- ❑ Fosters a classroom environment that values and respects the dignity of individual students.
- ❑ Maintains a safe, orderly and supportive classroom atmosphere that is conducive to effective teaching and learning.

Communication

- ❑ Maintains good communications with parents and guardians, answering queries and being available at periodic parent-teacher meetings; and at other times as requested.
- ❑ Produces meaningful, well considered and evidence supported student reports at appropriate stages of the school year, as directed.
- ❑ Engages parents and students in meaningful discussions about student achievement; including being proactive in initiating these discussions whenever there are concerns.

- ❑ Works with students, support staff, parents, counselors and administrators to address areas of concern and meet individual student needs.
- ❑ Communicates meaningful lesson instructions to substitute teachers in the event of planned absences and medical absences whenever reasonable.

Professional Attributes and Staff Development

- ❑ Establishes collaborative relationships with **all** members of the LANNA community.
- ❑ Is a committed member of the school staff - playing an active, positive and supportive role in building and maintaining the reputation of the school; participating fully in the school's extracurricular programme; taking an active part in planning and participating in departmental field trips; participating in professional development activities; serving on committees, etc.
- ❑ Covers for absent colleagues as and when this is necessary and reasonable.
- ❑ Supports fully the school's Child Safeguarding Policies.
- ❑ Undertakes any additional duties which may reasonably be assigned or requested by a Key Stage Coordinator/Head of Department/Principal/Head of School - never regarding the above points as a closed and limiting list; the role of a teacher has many facets.

ASSISTANT TEACHERS

The 'duties' of all assistant teachers at LANNA include:

- ❑ Teaching small groups.
- ❑ Substituting for the class teacher when she/he is not in the class.
- ❑ Preparing and arranging displays inside and outside the classroom.
- ❑ help with classroom management.
- ❑ Help with the correction of student homework.
- ❑ Help tidying up the classroom.
- ❑ Help with the organisation of field trips.
- ❑ Help translating English into Thai at parent-teacher conferences and meetings.
- ❑ Help translating letters from the classroom teacher into Thai.

LEARNING SUPPORT COORDINATOR

The role of the Learning Support Coordinator can be diverse. Responsibilities can range from teaching entire classes, working with students on an individual basis and developing plans of action and materials to support student's progress within the curriculum.

Duties Include:

- ❑ Identifying students requiring learning support through student observation, information gathering from teachers and parents and testing in collaboration with other members of staff within the school
- ❑ Collaborating with classroom teachers to best support the student within the classroom (e.g. differentiated instruction, accommodations in the classroom)
- ❑ Liaising with parents and other agencies, such as the medical profession, therapists and educational psychologists
- ❑ Reviewing reports from external specialists and giving recommendations to enable teachers to provide the support the student needs in the classroom. This can involve developing and adapting materials and teaching strategies and developing and monitoring an Individual Education Plan (IEP).
- ❑ Supporting students in a variety of ways as appropriate to the student's needs (e.g. in-class support, pull-out, one-on-one, small group, etc.)

- ❑ Attending Student Support Team Network (SSTN) of Chiang Mai meetings and relay information/minutes to the school.

ATHLETICS DIRECTOR

The 'duties' of the Athletic Director include:

- ❑ responsible for assessing the school's athletic program
- ❑ responsible for administering current safety rules and regulations for all sports
- ❑ responsible for the scheduling of all athletic contests. These schedules should be approved by the Head of School.
- ❑ attend the athletic events that our school participates in.
- ❑ be available at athletic events held at our school, or arrange with assistant to be available.
- ❑ work with coaches and Principals in problems of discipline concerning athletics
- ❑ meet 4 times a year with other AD's and remain in constant communication with them all year
- ❑ coordinate with the school to set up facilities for all activities
- ❑ responsible for the coordination and planning of athletic budget
- ❑ distribute and review coaches handbook
- ❑ arrange all transportation for athletic teams
- ❑ responsible for improvement of facilities which will be referred to the manager of the school to do
- ❑ coordinate the use of all the school athletic facilities by groups outside the school with the respective school manager
- ❑ act as a tournament manager for all league and tournament plays that are assigned to the school
- ❑ maintain an active program that promotes sportsmanship and welcome the competing teams and guests
- ❑ act as a liaison between coaches and the parents
- ❑ monitor the school calendar in conjunction with the Principal, teachers, and students
- ❑ provide information to the public relations people at the school
- ❑ attend any meetings needed for athletic directors
- ❑ chair or vice chair meetings on a rotating basis for CMAC
- ❑ be treasurer on a rotating basis for CMAC
- ❑ organize and distribute team uniforms
- ❑ maintain contact with parents and students
- ❑ be available to coach any of the sports: football, volleyball, basketball, futsal, swimming, track, badminton, tennis, table tennis
- ❑ organise coaches for each of the sports
- ❑ occasionally referee if needed

EXAMINATIONS OFFICER

The examinations officer has to deal with the internal needs and concerns of staff and learners such as making entries, issuing exam timetables, setting up exam rooms and arranging invigilation cover, while also dealing with external awarding bodies and other agencies.

The 'duties' of the examinations officer include:

- ❑ liaising with our examination boards (CIE and Edexcel) for all matters pertaining to examinations
- ❑ liaising with heads of department, teachers, invigilators and learners on exam related matters
- ❑ making all examination entries, amendments and withdrawals
- ❑ ensuring special assessment arrangements are appropriately organised and implemented

- ❑ drawing up examination timetables (for students) and dealing with queries, for both mock exams and actual exams
- ❑ drawing up invigilation timetables (for invigilators) and dealing with queries, for both mock exams and actual exams
- ❑ collation and timely submission of coursework/controlled assessment and forecast grade marks/sheets
- ❑ preparing, organising and overseeing supervision of examinations in accordance with the regulations laid down by examination boards, including training of invigilators, as appropriate
- ❑ dealing with certification issues and distributing documentation to staff and learners

SECONDARY PSHE COORDINATOR

The PSHE coordinator is required to lead and manage the provision of PSHE within the Secondary school.

Specifically, the role includes:

- ❑ providing vision and leadership in the field of PSHE and championing the importance of PSHE, including its linkage with Schoolwide Learning Outcomes and other school-wide aims
- ❑ taking on overall responsibility for the ongoing development and improvement of the programmes offered and the supporting resources made available to teachers
- ❑ to coordinate the allocation of PSHE teaching responsibilities
- ❑ monitoring and guiding teachers in the effective delivery of the PSHE programmes of study; providing training opportunities as appropriate
- ❑ liaising with outside agencies and individuals - and maintaining a list of appropriate and up-to-date community resources
- ❑ collaborating with PHSE teachers, and assisting in organising visiting speakers coming in to school and students going on outside visits, as appropriate
- ❑ raising the profile of the PSHE programme through the development of increasingly interesting and relevant programmes
- ❑ to lead Secondary PHSE meetings and send minutes to the Secondary Principal and Head of School
- ❑ to bring to the attention of the Secondary Principal any significant issues that arise within the subject area

SECONDARY STEAM TEACHER & WHOLE SCHOOL COORDINATOR

The STEAM Coordinator is responsible for developing and coordinating the implementation of the STEAM programme throughout the school, at all levels. They are also the teacher delivering the Key Stage 3 STEAM programme to Years 7 to 9 through scheduled weekly classes.

Specifically, the role includes:

- ❑ providing vision and leadership in the field of STEAM and championing the importance of it, including its linkage with Schoolwide Learning Outcomes and other school-wide aims
- ❑ taking on overall responsibility for the ongoing development and improvement of the programmes offered and the supporting resources made available to teachers; working in collaboration with colleagues in all divisions to develop quality STEAM programmes/activities for all students
- ❑ develop the curriculum and curriculum materials and learning activities to increase students' academic engagement and skills development; raising the profile of the STEAM programme through the development of increasingly interesting and relevant programmes

- ❑ provide appropriate training, support and inspiration to support the delivery of STEAM by classroom teachers throughout the school, and so develop the capacity of the whole-school STEAM programme
- ❑ be responsible for all program orders, paperwork, data collection and evaluation; maintaining materials, supplies, and the ongoing quality of the programme
- ❑ develop and deliver the Key stage 3 STEAM programme
- ❑ work as a liaison to build and sustain relationships between LANNA and the CIEO group of schools regarding STEAM initiatives
- ❑ work to promote STEAM to all stakeholders through high-profile activities and associated reporting and marketing materials (e.g. photos and videos provided to the marketing team)
- ❑ to lead STEAM development meetings and provide minutes to the divisional Principals and Head of School
- ❑ to bring to the attention of the relevant Principals any significant issues that arise within the programme

SECONDARY HOUSE COORDINATOR

The House Coordinator is required to lead and manage the development of the House system within the Secondary school.

Specifically, the role includes:

- ❑ providing vision and leadership in the development of our House system, including its linkage with Schoolwide Learning Outcomes and other school-wide aims
- ❑ raising school morale through the promotion of unity, team spirit and of course ... the prospect of prizes!
- ❑ taking on overall responsibility for the ongoing development and improvement of the House system, as evidenced through increased participation and interest
- ❑ guiding and supporting teachers in developing and promoting existing and new House events
- ❑ raising the profile and relevance of the House system through the development of engaging events and activities
- ❑ to oversee the organisation of Secondary House meetings and events
- ❑ to promote the House system to our community and beyond - through displays, social media, our website, etc.
- ❑ to bring to the attention of the Secondary Principal any significant issues that arise in relation to the House system

SECONDARY COLLEGE COUNSELLOR

Role description:

- ❑ To develop and maintain a process and timetable for students applying to university for various countries and looking into various future careers.
- ❑ To create and update a library of college-related publications: college catalogues, testing, registration forms, test preparation materials, etc.
- ❑ To establish and maintain contact with universities and colleges.
- ❑ To invite and welcome representatives from colleges and universities to the school.
- ❑ to plan and conduct college visits and career days.
- ❑ To meet individually with students from Y9 up, periodically, to develop, monitor and update their academic plans and career goals.
- ❑ To maintain contact with parents regarding student choice of university.

- ☐ To assist students/parents with college admissions forms and securing financial aid and/scholarships
- ☐ To build relationships with outside organisations which support college entrance: e.g. testing organisations, consular offices and summer programmes.
- ☐ To create and update supporting documents for college admissions, such as transcripts, the school profile, a college counselling handbook and information for the school's website and ensuring all relevant information is on the school's database.
- ☐ To chair a college counselling committee and attend the Chiang Mai Schools' Counsellor Group meetings.
- ☐ To oversee or assist with student entrance testing during the school year.
- ☐ To oversee aptitude and achievement testing (PSAT and SAT).
- ☐ To work with administration in providing advice to students/parents about IGCSE and post IGCSE programmes and subject choices by organising meetings with students and parents individually and in groups, as necessary.

PERSONAL COUNSELLOR

Guidelines:

The position is currently part-time and is utilised on an as needed basis. The duties do not include either formal vocational or higher education counselling. It is confined to mental health issues. All counselling is done on a voluntary basis; thus students not wishing counselling do not receive services, although they may receive referrals to outside services. Depending on a case by case basis counselling parents may or may not be involved. All counselling is confidential to the client unless permission on an understanding is made to share with others such as parents, school personnel, etc. Any counselling needs beyond the scope of the services provided by the school counsellor will be referred to outside services whenever and wherever possible.

Job Description:

- ☐ To accept initial referrals from teachers and staff for screening for suitability of school based counselling. After initial screening all cases are accepted upon approval of the divisional principals and head of school
- ☐ To provide individual, family or group counselling on an as needed basis to the extent possible
- ☐ To maintain a file of forms and client information within the school system
- ☐ To make referrals to community based services when relevant, needed and/or necessary
- ☐ To discharge client upon completion of counselling services or for other reasons, such as non compliance, if they occur
- ☐ To maintain a list of appropriate counselling services

DESIGNATED SAFEGUARDING LEADS (DSLs)

The DSLs play a key role in ensuring the school takes action to support any student who may be at risk of, or is actually being harmed to do their best to reduce further risk or further harm. .

Their role is guided by two overriding principles:

1. That the welfare of the student is always paramount
2. That confidentiality should be respected as far as is reasonably possible.

Guided by these 2 principles they will:

- Together with senior administration, make sure all staff are aware of their responsibilities in relation to safeguarding and child protection.
- Collate and keep accurate and confidential records of any concerns about students
- Be familiar with local regulations, procedures and agencies which can offer any necessary support.
- Decide on necessary action to take when concerns are reported to them.
- Help to ensure that full support is given to any student who has suffered abuse by the school's support services

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