

John F. Kennedy International School AG



JOB DESCRIPTION

Head of Middle School, IMYC Coordinator

Special Needs Coordinator

---- 2021/2022 ----

100% contract

This job description document contains:

- 1) The JFK Teacher's general job description
- 2) The aforementioned employee's specific job description
- 3) Requirements for all JFK teaching staff
- 4) Rationale of the JFK timetable breakdown
- 5) The aforementioned employee's timetable breakdown

Job description initial agreement and review

The initial agreement will take place before the end of June in the preceding academic year, unless employment begins after this date.

Reviews will take place at least twice a year. Further reviews may be requested by the teacher or the Director.

	Date	Signature of job description holder	Signature of Director	Comments, if relevant and pertinent
Initial discussion & agreement				
Review				
Review				
Review				

Teacher's General Job Description

NB: The 4 aspects of this general job description and their subheadings are taken directly from the JFK Appraisal & Growth document.

The JFK Appraisal & Growth process is therefore directly linked to both the general and specific job descriptions.

ASPECT 1: PLANNING AND PREPARATION

This includes being clear about the instructional goals, following the school's policies regarding instruction, knowing the available resources, and choosing the best assessment. Planning and preparation are essential to good teaching. Good teachers plan well, and well-planned learning helps students learn.

JFK teachers will therefore:

- have an in-depth knowledge of the curriculum content, with its desired outcomes.
- know where students are in their learning and their preferred learning styles and plan teaching accordingly.
- plan outcomes of learning showing a balance between outcomes of knowledge, understanding, and thinking skills, showing differentiation where necessary.
- use the materials, resources and technology which are the most effective.
- plan clear, sequenced, and coherent units of work.
- plan a variety of assessment tools to inform students of their progress and reflect on their own practice as teachers.

B. THE CLASSROOM ENVIRONMENT

This deals with the physical and inter-personal environment and includes such things as the quality of interaction between teacher and student and between students themselves. The class must be orderly, students must know the expectations, procedures, and code of conduct. The environment must be safe and welcoming and a place where students feel free to ask questions, make mistakes and get help. A supportive and orderly environment helps students learn.

JFK teachers will therefore:

- create an environment of respect and rapport.
- nurture each student's pride in their achievements and help them to set high expectations.
- establish clear and consistent expectations of behaviour.
- manage classroom procedures and changeover times in a manner which minimises loss of instruction time.
- set clear expectations for student behaviour, reinforce positive behaviour and respond to misbehaviour in an appropriate and effective manner.
- create and maintain a pleasant, safe and accessible environment where students are engaged in purposeful learning activities.

ASPECT C: INSTRUCTION

Instruction is at the heart of teaching. It is where teachers bring the content to life for their students. It includes clarity of communication, engagement of students in learning, excellent questioning and discussion techniques, differentiation of instruction and the use of appropriate evaluation and assessment. The quality of teaching determines how well students learn.

JFK teachers will therefore:

- communicate the goals for learning to the students.
- actively engage students in their learning by involving them in discussion and asking high level questions.
- set and communicate clear assessment criteria, monitor student learning, provide feedback and encourage self-assessment.
- be flexible and adjust the content and process to meet individual learner's needs.

ASPECT D: PROFESSIONAL RESPONSIBILITIES

Other professional responsibilities include reflection on practice, review of the curriculum, maintaining up to date records, pastoral care, and supervision of students, helping colleagues, communicating and reporting to parents/guardians, participation in the activities which enrich and extend student life and learning inside and outside the classroom.

JFK teachers will therefore:

- reflect on their teaching practice.
- keep accurate and organised records and reports.
- communicate effectively and in a professional manner with parents.
- collaborate and communicate with other members of the JFK staff.
- actively participate in school activities outside the classroom.
- accept shared responsibility for all our students.
- respect and follow all School Policies.
- engage in professional development both inside and outside the School.
- show professionalism to all members of the JFK community and in all aspects of wider school life at JFK.

Furthermore, JFK teachers will:

- will be at all classes and events on time.
- will not leave students unattended.
- Always assure the security and safety of the children in their care and have a shared collective responsibility for all JFK students.
- be role models for the students in dress, speech and attitude.
- never publicly express negative comments about the school.
- never publicly relay information about the school until the director has given permission.
- ensure that all interaction with students remains within the confines of an appropriate staff/student relationship, as laid out in the JFK Child Protection Policy.

Specific Job Description

This is in 2 parts.

Part 1: SEN Coordinator

SEN Coordinator

As a special educational needs (SEN) teacher you'll work with children and young people who need extra support, or require an advanced programme of learning, in order to reach their full educational potential.

You may work with individuals who have physical disabilities, sensory impairments (i.e. hearing or visual), speech and language difficulties, learning difficulties such as dyslexia, conditions such as autism, social, emotional and mental health needs, or have a combination of these difficulties.

You may also work with gifted and talented individuals.

A key aspect of working in this field is identifying individual needs and being responsible for creating a safe, stimulating and supportive learning environment.

Responsibilities

As an SEN teacher, you'll need to:

- teach either individuals or small groups of pupils within, or outside, the class
- prepare lessons and resources
- mark and assess work
- develop and adapt conventional teaching methods to meet the individual needs of pupils
- use special equipment and facilities, such as audiovisual materials and computers to stimulate interest in learning
- collaborate with the classroom teacher to define appropriate activities for the pupils in relation to the curriculum
- assess children who have long or short-term learning difficulties and work with colleagues to identify individual pupils' special needs
- liaise with other professionals, such as social workers, speech and language therapists, physiotherapists and educational psychologists
- work closely with parents and guardians
- organise learning outside the classroom in activities such as community visits, school outings or sporting events
- carry out administrative tasks, including updating and maintaining records of pupils' progress
- attend in-service training
- manage behaviour
- prepare letters to parents beginning of term to inform them of how their child is being supported at school
- liaise with Head of Administration on the recharges of books & SEN sessions

Leadership

1. Lead areas of the Learning Support Department as identified
2. Encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEN
3. Contribute to training opportunities for learning support assistants and other teachers to learn about SEN
4. Disseminate good practice in SEN across the school
5. Identify resources needed to meet the needs of students with SEN and advise the School Director of priorities for expenditure

Part 2: Head of Middle School & IMYC Coordinator

Reporting to: School Director

Purpose of the Job:

The post of Head of Middle School is a senior position and is a member of the school's management structure. The holder has the task of coordinating the academic life of the school as well as assisting the Director in the strategy and development of the academic sector of the school.

Teaching duties:

The Head of Middle School will have a reduced teaching timetable of approximately 50% - teaching and monitoring SEN to primary and middle school classes.

Main duties:

The main duties of the Head of Middle School are as follows:

The academic curriculum and academic life of the Middle School

- To take overall responsibility for all aspects of teaching and learning within the middle school in conjunction with the Head of Primary.
- To advise the Director on all academic matters in conjunction with the Head of Primary.
- To manage the school's middle school curriculum plan.
- To keep the Director, and all staff, abreast of developments in education; to promote individual departmental initiatives where appropriate.
- To attend any SMT meetings as required.
- To coordinate any special needs for students.

Staff management

- To assist the Director to monitor constantly Middle School teaching staff performance.
- To assist the Director with the Middle School's staff appraisal system.
- To assist the Director to arrange and oversee all staff academic professional development. To assist the Director with interviewing applicants for teaching posts and to advise on the appointment of staff.
- To oversee the work of the Learning Support teachers
- To oversee the work of the Librarian in conjunction with the Head of Primary
- Collaborate with the Head of Primary on the yearly staff meetings schedule
- Chair meeting where appropriate, being responsible for the agenda and the minutes

Timetable

- To assist in the planning of the timetable structure and to construct the termly timetable within that structure.
- To assist in the allocation of staff in consultation with the Director and the Head of Primary.
- To oversee the timetabling and administration of Middle School homework.

Administration

- To organise all Middle School examinations, both internal and external
- To assist the Director with pupil admissions policy and constantly to monitor and manage arrangements for entrance testing and assessment; to contribute to all entrance decisions.
- To administer all Middle School pupil assessment and monitoring, including ISA

testing

- To advise, in conjunction with the Director, students and parents on suitable high school choices.
- Meet regularly with parents and be actively involved in arranging consultation sessions between teachers and the parents;
- Be actively involved in supporting positive initiatives taken by students, parents and colleagues;
- Meet regularly with other administrators in the school.

Health & safety

- To comply with all health and safety procedures as required by the School.

Reports

- To collaborate with the Head of Primary in the yearly review of the report template
- To agree the report submission dates with the Head of Primary
- To be responsible for reviewing all the Middle School reports before submission to the Director

Spring Trips

- To take the lead in the planning, budgeting and organisation of the Middle School Spring Trip

Events

- To take the lead in the planning and organisation of the Middle School events
- To assist in the planning and organization of the whole school events

Finance

- Practice good economy in all expenditures, minimising costs where possible and ensuring the best prices from suppliers.

Control of Spending

- Pass on necessary information to the Director in order that he may monitor teaching staff, supervision, overtime and replacement costs and keep within the budget forecast.

School Administrative Support

- Organise the work to be carried out as a team function.

Buildings and Grounds

- Support the system in place which will ensure the safety and security of the students, staff, parents and visitors.
- Supervise that the buildings offer an environment conducive to learning.
- Review with the teaching staff the adequacy of First Aid and Emergency procedures.

Pastoral Care

- Help to develop a safe environment for the students; an acceptable level of behavioural expectations; a friendly, open and respectful relationship between the students and their parents and the staff; clearly understood lines of appropriate communication between the parents and the school; a working environment for the teachers where they feel valued and important members of the school community; a strong supportive programme for staff in professional development and their personal welfare; an environment where the school's Mission Statement really does have an impact;

Child Protection

All staff share the responsibility for safeguarding and promoting the welfare of children and must adhere to, and comply with, the School's Child Protection and Welfare Policy.

IMYC Coordination

- Assume responsibility for the implementation and development of the IMYC curriculum within the spirit of the school's Mission Statement;
- Initiate professional training programmes that will enable the teaching staff to successfully introduce and develop IMYC in their classrooms;
- Arrange and lead workshops with colleagues on a regular basis;
- Advise with the teaching materials that will be needed by the teachers in order to successfully teach the IMYC;
- Attend meetings with IMYC parents; so that they have some understanding of the goals of the IMYC;
- Lend support to individual teachers in their classrooms on a weekly basis;
- Liaise with Fieldwork Education in arranging workshops for the Middle School;
- Attend regional workshops that have been organized by Fieldwork Education, and encourage colleagues to attend regional Fieldwork Education IMYC workshops;
- Liaise with Fieldwork Education towards the eventual recognition of the Middle School as an official IMYC member school. attend coordination and developmental meetings with the school's Head of Primary;

The IMYC Coordinator's professional appraisal will be undertaken by the School's Director in writing on an annual basis, using criteria that have been shared with them prior to the appraisal.

Interpersonal Skills

The Head of Middle School should:

- Have a good track record of leading and managing staff; be motivational, sympathetic, constructive and, where necessary, challenging with colleagues.
- Be experienced and inspirational as a classroom teacher and be expert in his or her own teaching subject(s).
- Be able to communicate clearly and persuasively, both orally and in writing, with staff, students and parents alike.
- Be highly articulate and precise in writing.
- Be passionate about driving up standards in teaching and learning and have a clear understanding of excellence in teaching.
- Be very well organised and extremely hard-working.
- Be able to work accurately and calmly, and show resilience, when under pressure.
- Be able to work collaboratively with colleagues within the School and with key contacts in other organisations; have a proven ability to work as a member of a team.
- Be patient, determined and enthusiastic.
- Be prepared and able to initiate and manage change, where necessary.
- Be devoted to the educational needs of the individual pupil.
- Be committed to continuing personal and professional development.
- Display absolute commitment to the highest standards of professional behaviour and, at all times, to promoting the welfare and safeguarding of children.
- Be knowledgeable about issues concerning schools in general and prep schools

in particular.

- Be extremely proficient in the use of information technology.
- Act at all times as an outstanding ambassador for the school.
- Be capable of maintaining a healthy work-life balance.
- Be willing and able to contribute to the wider extracurricular and pastoral life of the school.

Supervision duties

- To complete some supervision duties, as required.

After School Activities

- To lead one after-school activity, once a week, in either the autumn or spring term. This will be an activity of your choice or preference.

JFK School Events

- To attend the PTA and Student Council events.
- To attend the end of term assemblies and performances and to participate where required.
- To attend all ski races that fall between Monday and Friday.
- To attend any weekend events, although these are kept to a minimum.
- To attend the annual Friday evening fondue party.

JFK Residential Events

- To attend the Autumn overnight hike, which takes place from a Thursday morning until Friday afternoon early in the autumn term.