



PRIMARY CLASS TEACHER (EYFS-KS2) JOB DESCRIPTION

LOCATION	British International School of Chicago, South Loop	
JOB PURPOSE	<p>Everything we do is connected to our vision to create a generation of resilient and creative global citizens, who will change our world for the better.</p> <p>By joining a Nord Anglia Education school as a Secondary Drama Teacher, you'll be responsible for:</p> <ul style="list-style-type: none">• Promoting the Vision, Mission, Values and Aims of the school and ensuring that children are working towards being "international citizens".• Implementing and delivering an appropriately broad, balanced, relevant and differentiated curriculum for students from age 11 to age 18.• Contributing to maintaining high standards of student progress and attainment.• Meeting and supporting varying student learning and social needs.• Being flexible and able to adjust to the needs of the school, actively contributing to its development and growth.• Carrying out any associated duties as are reasonably assigned by the Head of Secondary or the Principal.	
REPORTING TO	Phase Leader	
DIRECT REPORTS	None	
OTHER KEY RELATIONSHIPS	<p>Internal:</p> <ul style="list-style-type: none">▪ Principal▪ Head of Primary▪ SLT▪ Subject Leaders▪ Teachers▪ Admin Staff	<p>External:</p> <ul style="list-style-type: none">▪ Students▪ Parents

KEY RESULTS AREA		PERFORMANCE MEASUREMENT
LEARNING AND TEACHING		
<ul style="list-style-type: none"> ▪ Ensure all students are taught according to their educational needs, including the personalized planning, and marking of work in accordance with school policy. ▪ Ensure that appropriate, realistic yet demanding expectations are set for individual pupils, building on prior attainment and knowledge. ▪ Assess, record, and report on the attendance, progress, development, and attainment of students and keep such records as are required. ▪ Ensure that internationalism, ICT, literacy, and numeracy are reflected in the learning experience of students in every class. ▪ Ensure a high-quality learning experience for students that meets internal and external quality standards. ▪ Make sure that a variety of delivery methods are used which will stimulate learning appropriate to student needs and to the demands of the curriculum. ▪ Track student progress and use the information to inform teaching and learning in every class. ▪ Maintain discipline in accordance with the school's procedures, and encourage good practice regarding punctuality, behavior, appearance, standards of work, and homework. ▪ Ensure the effective/efficient deployment of classroom support and other adults in the classroom. ▪ Create a secure learning environment, based on mutual trust and respect, in which students feel safe to explore and take risks. ▪ Set appropriate and demanding expectations for academics as well as personal and social development. ▪ Maintain a stimulating and well-maintained learning environment, paying due care and attention to the quality of resources and displays. ▪ Plan and organize curriculum enhancements such as field trips, guest speakers, and events to enhance the learning of students. 	<ul style="list-style-type: none"> ▪ Formal and informal quality assurance of planning, teaching, and assessment. ▪ Formal and peer observations. ▪ Student outcomes. 	
STUDENT SUPPORT		
<ul style="list-style-type: none"> ▪ Promote the general progress and well-being of all students, particularly those within your class. ▪ Liaise with the Student Support Leader and Heads of Phase to ensure the implementation of the school's student support system. ▪ Register students, accompany them to assemblies and encourage their full attendance at all lessons and their participation in other aspects of school life. ▪ Evaluate and monitor students' progress and keep up-to-date student records as required. ▪ Contribute to the preparation of individual education plans, progress files, and other reports. ▪ Alert the appropriate staff to problems experienced by students and make recommendations as to how these may be resolved. ▪ Apply the school's behavior management and safeguarding systems effectively and accurately. ▪ Communicate effectively with the parents of students as appropriate. ▪ Where appropriate, communicate and cooperate with persons or bodies outside the school. ▪ Follow agreed policies for communications in the school. ▪ Take part in community activities including, but limited to, parents' evenings, review days, open days/evenings and parental workshops 	<ul style="list-style-type: none"> ▪ Student and parent voice. 	

--	--

PLANNING AND PREPARATION

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ Help to develop appropriate curriculum, resources, schemes of work, marking policies, and teaching strategies within the curriculum area. ▪ Contribute to the curriculum area or department's development plan, and implementation. ▪ Plan and prepare carefully differentiated lessons and resources that follow the school's approach to curriculum design and implementation. ▪ Contribute to the whole school's planning activities ▪ Assist the Head of Dept/Phase in ensuring that the curriculum area provides a range of teaching which complements the school's strategic objectives. ▪ Support in the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives. | <ul style="list-style-type: none"> ▪ Appropriateness and relevance of the curriculum. ▪ Formal and informal quality assurance of planning, teaching, and assessment. ▪ Student outcomes. |
|--|---|

PROFESSIONAL AND PERSONAL DEVELOPMENT

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Ensure continual development through the identification and implementation of your own Personal Development Plan ▪ Take part in the school's staff development programme by participating in arrangements for further training and professional development, including, but not limited to, Nord Anglia University. ▪ Continue own professional development in the relevant areas including subject knowledge, teaching methods and curriculum-based training provided by examination boards. ▪ Engage actively in the performance management review process. ▪ Help to implement school quality procedures and to adhere to those. ▪ Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. ▪ To attend after-school staff meetings as appropriate. ▪ Contribute to the extra -curricular activities program and other aspects of enrichment within the school, including admissions events. These may be held after school, at the weekend or on holiday dates. | <ul style="list-style-type: none"> ▪ Improved performance ▪ Performance appraisal ▪ Personal Development Plan |
|---|--|

OTHER

- Lead an extra-curricular activity each week
- Participate in trips as appropriate.
- Contribute to whole school learning initiatives.
- Everyone must ensure that they meet their statutory responsibilities and company policies about Health and Safety, Equal Opportunities, and other relevant legislation.
- A commitment to safeguarding and promoting the welfare of all pupils.
- Willingness to undertake appropriate child protection training when required.

PERSONAL SPECIFICATION

Qualifications/Training

- A relevant degree (or equivalent) or higher
- Qualified Teacher Status (or equivalent)

Essential
Essential

Experience / Knowledge

- At least three years post-qualification teaching experience
- Experience of international education
- Experience teaching similar primary-aged students
- Knowledge of recent developments in education

Essential
Desirable
Very Desirable
Essential

Skills

- The ability to work with other subject areas to “blend” student learning
- The ability to facilitate learning in children of all ages and abilities
- The ability to work with students, colleagues, and parents with a high degree of professionalism
- Commitment to contributing to the wider life of the school community

Essential

PERSONAL ATTRIBUTES

As our teammate, here's what we expect:

- High levels of personal integrity.
- Excellent organisational and time-management skills
- An eye for detail
- Ability to work under pressure and remain calm
- High levels of expectation
- A willingness to take on multiple tasks
- Excellent communication skills
- An ability to work as a member of a team toward a shared goal
- Self-motivated, proactive, and enthusiastic
- Ability to work independently
- Ambitious and continually strives for improvement
- Adaptable
- Internationally minded