

Job Description for: PRIMARY HOMEROOM TEACHER

Roles

1. To deliver a high-quality education in line with the school's guiding statements
2. To take all appropriate measures to support students' wellbeing
3. To be responsible for ensuring specific strategies are being used to support the teaching and learning of all students within the class.
4. To be responsible for actively promoting the good image and reputation of the School.
5. To support the priorities identified in the school's strategic plan
6. To undertake any other reasonable task assigned by the Principal, Vice Principal or Directors of Teaching and Learning.
7. To be responsible for the specific areas outlined below.

St Andrew's International School is dedicated to achieving excellence in education. Teachers set the highest expectations in order to encourage a lifelong love of learning which will equip our students to succeed in any context. We define high-quality learning as that which:

- Enables students to inquire, question and think critically as they learn
- Is student-centred, planned and differentiated to provide necessary support and challenge
- Gives all students the opportunity to reflect on their individual progress, success and next steps

Responsibilities

Area	Specific tasks:	Key working relationships
Teaching	<p>Each primary school classroom teacher is accountable for:</p> <ul style="list-style-type: none"> • using a range and balance of best practices and teaching strategies • implementing differentiated and mixed-ability grouping strategies during a variety of learning situations • building on what students bring to the learning experience in the way of prior understanding, knowledge and skills • viewing students as thinkers with their own emerging theories • using a variety of resources representing multiple perspectives • empowering students to feel responsible, giving them a voice, choice, and agency in their learning 	<p>Principal AdCon PLT Teachers Assistants Parents Students</p>

	<ul style="list-style-type: none"> ● involving students actively in their own learning ● pursuing open-ended inquiry and real life investigations ● maintaining constant awareness of the needs of any children to whom English is an additional language ● addressing the individual needs of students with different abilities ● ensuring that children with learning differences are provided with appropriate support ● implementing accommodations and modifications, as noted in Individualised Education Plans 	
Organisational	<ul style="list-style-type: none"> ● meeting all deadlines for planning, instruction, assessment, and record keeping ● maintaining professional ethical standards in all areas, particularly confidentiality ● maintaining a personal and professional commitment to the school's core values, as expressed in its guiding statements ● identifying budgetary priorities for requisitions ● effectively communicating information to parents ● ensuring consistent implementation of school policies and procedures ● meeting at various times outside regular school hours in order to develop and improve the school's curriculum ● managing and balancing instructional time to ensure all grade level content is taught and assessed ● supporting the school's implementation of the International Baccalaureate Primary Years Programme and the school's drive towards maintaining authorized status with the IB, CIS, and NEASC 	VP HoP PLT Teachers Assistants Parents Students
Public Relations	<ul style="list-style-type: none"> ● providing information and written material for the school's publications, news articles and other relevant school documents ● replying promptly and professionally to parent and teacher inquiries regarding students and grade-level matters ● to be an advocate of the school amongst all stakeholder groups 	Principal VP HoP PLT Teachers Assistants Parents
Curriculum	<ul style="list-style-type: none"> ● planning collaboratively with grade level teachers, specialists, learning support teachers, and coordinators for optimal student learning that accommodates the range of ability levels within the group of students and ensures all students are making progress ● using the understanding by design framework to plan for standards-based student learning outcomes, in the context of the PYP: <ul style="list-style-type: none"> ○ planning significant units of inquiry, to be explored in depth ○ emphasizing connections between and among curriculum areas to ensure transdisciplinary instruction ○ involving students in planning for their own learning and assessment ○ planning content which builds on students' prior knowledge and experience ○ using assessment to inform instruction and grouping students accordingly 	Principal AdCon VP HoP PLT ELT Teachers Assistants Parents Students
Pastoral Care	<ul style="list-style-type: none"> ● overseeing the pastoral care of all students ● establishing a caring classroom environment where all students feel safe, supported, and understood ● ensuring the social and emotional needs of all students are being met ● planning social and emotional learning lessons to meet the needs of students 	Principal VP HoP PLT Teachers

	<ul style="list-style-type: none"> mediating among students to ensure a safe, supportive classroom environment addressing all student needs as soon as possible and involving parents of issues involving their child bringing all serious matters to the attention of PLT 	Assistants Parents Students
Assessing	<p>Each primary school classroom teacher is accountable for:</p> <ul style="list-style-type: none"> viewing planning, teaching and assessing as interconnected processes assessing the levels of students' current experience and understanding before embarking on new learning enabling students to see assessment as a means of describing their learning using differentiated assessment strategies using a range and balance of recording and reporting strategies completing benchmark testing in September, January, and May to track reading, spelling, writing, in addition to MAP testing. maintaining students' individual records of achievement and ensuring they are updated regularly ensuring students have regular opportunities to reflect on their learning, through the use of portfolios involving students, parents and colleagues in the assessment process involving students in shared reflection throughout each unit of inquiry and evaluating the unit collaboratively to make adjustments for future teaching 	Principal VP HoP AdCon PLT Teachers Assistants Parents Students
Continuing Professional Development and Appraisal	<p>Each primary school classroom teacher is accountable for:</p> <ul style="list-style-type: none"> active participation in constructive appraisal based directly on measurable growth targets that align with the school's development plan, thus continually working to improve learning for students reading professional literature on a regular basis utilising the in-house professional development offered throughout the year to grow and develop professionally actively seeking professional development in any of the above points which are considered by either the teacher or the administration as being factors in need of strengthening 	Principal VP HoP AdCon PLT Teachers Assistants
Ideal Person Specification	<ul style="list-style-type: none"> innovative and knowledgeable about international best practices in education a positive and optimistic outlook with a growth mindset excellent interpersonal skills willingness to work as part of a team a loyal member of staff excellent administrative and organisational skills 	

PRIMARY TEACHER

Principal



 Date