

## KEY STAGE 1 AND 2 CLASS TEACHERS JOB DESCRIPTION

<b>LOCATION</b>	The British School of Beijing, Shun Yi Campus
<b>JOB PURPOSE</b>	A BSB Shunyi teaching practitioner aspires to be an outstanding classroom teacher with a growth mind-set and a strong desire to develop professionally. Through inspirational teaching, with a deep understanding of students' individual learning needs, a BSB teacher ensures that every student experiences success in and beyond the classroom, developing key lifelong learning skills and attitudes. They demonstrate a commitment towards implementing the mission and philosophy of the school.
<b>REPORTING TO</b>	Head of Year, Primary Leadership Team
<b>DIRECT REPORTS</b>	Teaching Assistant if appropriate
<b>OTHER KEY RELATIONSHIP</b>	Parents, Students, Colleagues, Support staff

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
<b>Engagement and Interaction – School Ambassador to Internal Community</b>	
<ul style="list-style-type: none"> <li>Contribute positively to the morale and community spirit in the school</li> <li>Work effectively with staff from all sections of the school</li> <li>Assist in whole school marketing initiatives and contribute to the growth of the school</li> <li>Operate at all times within the stated policies and practices of the school</li> <li>Uphold the integrity of the school at all times when communicating with parents, both verbally and in written format</li> </ul>	<ul style="list-style-type: none"> <li>Participated as required in community events.</li> <li>Parents pleased with their child's progress and attainment and feel their child is happy and safe at school.</li> </ul>
<b>Learning and Teaching</b>	
<ul style="list-style-type: none"> <li>Establish a purposeful and safe learning environment for all students</li> <li>Provide exemplary learning opportunities for all students</li> <li>Positively target and support individual learning needs whilst exhibiting high expectations for all students</li> <li>Create an inclusive classroom and use effective strategies to meet the needs of learners with English as an Additional Language</li> <li>Use marking and feedback that adheres to the agreed school policy and clearly impacts positively on student learning</li> <li>Maintain high levels of student behaviour and discipline</li> </ul>	<ul style="list-style-type: none"> <li>APT cycle successfully completed.</li> <li>Students make expected or better progress and attainment.</li> <li>Monitoring cycle completed successfully.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Use home learning to promote, extend and embed learning beyond the classroom</li> <li>▪ Establish a purposeful, engaging, motivating and safe learning environment</li> <li>▪ Use integrated technology to enhance learning opportunities</li> <li>▪ Install high-quality displays, in and outside the classroom, to celebrate and promote student learning</li> </ul>	
<b>Planning and Preparation</b>	
<ul style="list-style-type: none"> <li>▪ Use the agreed planning formats and curriculum overviews to plan lessons for students which accommodate the differing needs of all students in the class.</li> <li>▪ Track student progress and attainment using iTrack, data analysis and moderation as directed by the Head of Year and PLT</li> <li>▪ Use formative and summative assessment to plan challenging learning opportunities for all students</li> <li>▪ Plan interventions as needed and monitor the impact on student learning</li> <li>▪ Report on progress to appropriate stakeholders, including parents, following agreed school formats and procedures</li> <li>▪ Participate in, and be well prepared for, Pupil Progress and Assessment Meetings</li> </ul> <p><b>Extra-Curricular Activities</b></p> <ul style="list-style-type: none"> <li>▪ Lead an agreed after school activity each week as part of the After School Activities (ASA) Programme</li> <li>▪ Participate in day or residential trips with the Year Group as required</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning supports the teaching and learning in the classroom and is completed in accordance with the agreed school policies.</li> <li>▪ Is aware of students' levels of attainment and how to ensure further progress.</li> <li>▪ Has analysed available student data.</li> </ul>
<b>Professional and Personal Development</b>	
<ul style="list-style-type: none"> <li>▪ Maintain an up to date knowledge of good practice in teaching techniques, being a reflective practitioner and proactive in seeking to improve pedagogy</li> <li>▪ Attend and take part in whole school and / or department professional learning as required e.g. 1<sup>st</sup> Aid training</li> <li>▪ Complete successful cycles of performance management as evidenced through the Ambitious Performance Tracker platform.</li> <li>▪ Engage with Nord Anglia University as per school policy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ APT completed successfully.</li> <li>▪ NAU engagement evidenced.</li> <li>▪ Participated actively in all PL opportunities.</li> </ul>
<b>PERSONAL SPECIFICATIONS – Skills Knowledge and Experience</b>	
<ul style="list-style-type: none"> <li>▪ Integrate technology into the classroom experience to enhance and extend the learning of students</li> <li>▪ Successfully teach students using technology in a virtual/hybrid environment</li> <li>▪ QTS / PGCE</li> <li>▪ Bachelor's degree</li> <li>▪ Experience teaching all class-based subjects to Primary-aged children</li> </ul>	Essential

<ul style="list-style-type: none"> <li>▪ Enhanced DBS disclosure / background check</li> <li>▪ Competent ICT user</li> <li>▪ Excellent written and verbal communication skills</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Experience of teaching the English National Curriculum</li> <li>▪ TEFOL or similar qualifications</li> <li>▪ Experience with teaching children with EAL backgrounds</li> <li>▪ International teaching experience</li> <li>▪ Strong Professional Learning record</li> </ul>	Desirable

#### Personal Attributes

- High levels of personal integrity
- Conscientious and able to focus on completing work to a consistently high standard
- Flexible and positive approach to work
- Excellent organisational and time-management skills; high attention to detail
- Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved
- Adaptable to working in a fast paced ever changing environment
- Ability to work under pressure and remain calm
- Proactive and willingness to take on multiple tasks
- Self-motivated and enthusiastic
- Ability to work independently
- Must be a team player, willing to help and be flexible
- Continually strive for improvement

#### Other

- Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.
- Compliance with visa requirements for working in [Location].
- A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required

#### PHILOSOPHY AND VALUES

**We are ambitious for our students, our people and our family of schools. We believe that:**

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.
- Student wellbeing should be valued and nurtured

**The NAE Commitment**

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

**Promote and embodies *The CORE 7 Leadership Capabilities*:**

- **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
- **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
- **Collaborative** – Works collaboratively with others to achieve organisational outcomes
- **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
- **Enabling** – Drives excellence through valuing and developing others
- **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
- **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations

- Be a positive role-model of our educational values each day
- Feedback as a valued member of the team and the wider organisation