[UNIVERSITY AND CAREER COUNSELLOR SECONDARY SCHOOL]
JOB DESCRIPTION

LOCATION	Foshan
JOB PURPOSE	Teaching University and Career Counsellor in Secondary School
REPORTING TO	Deputy Department Head
DIRECT REPORTS	
OTHER KEY RELATIONSHIP	Extra-Curricular Activities, PD, Reflecting and Planning, Teaching Responsibilities

KEY RESULT AREA	**MEASUREMENT OF PERFORMANCE**
Engagement and Interaction – School Ambassador to Internal Community	
▪ Supporting the development of international-mindedness and all NAS Foshan learner attributes within the curriculum; ▪ Fostering a stimulating learning environment based on understanding and respect; ▪ Demonstrating open communication based on understanding and respect; ▪ Ensuring strong healthy working environment is maintained between adults and students; ▪ Establishing polite and cordial relations with all parents and family delivering students to school; ▪ Developing and maintaining clear lines of communication with colleagues, parents and the wider school community; ▪ Communicating curriculum information with parents; ▪ Updating and maintaining records using ISAMS electronic system; ▪ Publishing written records and portfolios documents on – evidence of students' work showing developmental trajectory; ▪ Using professional email etiquette when communicating with colleagues, parents and administrators; ▪ Communicating with parents via Face-to-Face meetings and Parent Teacher Meetings.	▪ Supervision and Growth Principles ▪ Satisfactory Survey Results
Learning and Teaching	
▪ Teaching Career Counselling;	▪ Supervision and Growth Principles

▪ Differentiating classroom instruction to meet student's individual learning needs and styles; ▪ Teaching explicitly on-going and inter/trans-disciplinary skills; ▪ Employing a constructivist, inquiry-based pedagogical approach to teaching and learning that promotes inquiry and the development of critical-thinking skills; ▪ Providing learning experiences that build on what students know and can do; ▪ Using technology as a vehicle for learning and integrating ICT skills teaching where possible; ▪ Employing a range of teaching and learning strategies to promote independent thinking, inquiry and acquisition of subject specific knowledge and skills; ▪ Promoting and fostering student reflection on learning experiences; ▪ Employing a range of grouping and regrouping of students for a variety of learning purposes; ▪ Empowering students to take self-initiated action because of the learning; ▪ Managing class resources – furniture, equipment; ▪ Updating notice boards to expose teaching and learning both inside and outside notice boards; ▪ Ensuring to meet the curriculum classroom visualization standards; ▪ Delivering stimulated and motivated classroom environment; ▪ Delivering efficient and qualitative open class lessons to parents and visitors; ▪ Delivering weekly ECA, Boarding lessons where appropriate; ▪ Ensuring safe classroom management, delivery and removal of heavy-duty objects ensuring the utmost safety to students always; ▪ Arranging classroom outings related to teaching and learning ensuring utmost safety is met and all communication with management is in writing before departure;	▪ Satisfactory Survey Results ▪ Student Achievements

▪ Where appropriate, teaching English Literacy – Reading, writing, phonics using curriculum standards and procedures in all learning areas; ▪ Where appropriate managing and directing the Teaching Assistant; ▪ Where appropriate, teaching assigned subject area using curriculum standards and procedures in all learning areas; ▪ Assessing and documenting student progress using a variety of assessment tools and strategies; ▪ Complete student reports; ▪ Managing and maintaining student portfolios; ▪ Pre-assessing students' knowledge and understanding prior to new learning; ▪ Use student self-assessment, peer assessment and teacher assessment strategies to promote student reflection.	
Planning and Preparation	
▪ Planning and reviewing the curriculum meeting the IBDP standards; ▪ Working as a team planning lessons, directing the way forward; ▪ Collaboratively developing and following a Grade Level Essential Agreement; ▪ Attending and contributing to weekly collaborative planning meetings; ▪ Working collaboratively with Grade Level Team, Specialists and Coordinators to develop and document teaching and learning experiences using the planners and relevant curriculum documents; ▪ Documenting minutes of collaborative planning meetings and work cooperatively to complete tasks within Grade Level Team; ▪ Supporting as needed in preparation for assemblies; ▪ Supporting as needed in preparation of events (sports, arts, celebrations, etc). ▪ Advising students and parents on high school programs and academic curriculum, preparing them for university application and admission; ▪ Supporting student in their preparation for the rigour of postsecondary education; ▪ Planning and preparation for university admissions tests;	▪ Supervision and Growth Principles ▪ Satisfactory Survey Results ▪ Student Achievements

▪ Informing students about postsecondary financing that can be used to support advanced education and training; ▪ Supporting students in developing career portfolios, which include test and grades results, examples of student work, and resumes and cover letters to prospective employers; ▪ Supporting students in developing career and university application related interview skills; ▪ Arranging job shadowing, work placements, and community-based learning programs to allow students to directly experience workplace situations; ▪ Sponsoring workshops, classes, focus groups, and special presentations that focus on job skills and personal development; ▪ Organizing University/Career fairs at and outside school; ▪ Providing specialized counselling and intervention services to provide students with individualized attention; ▪ Building and maintaining strong relationships with Universities world-wide.	
Professional and Personal Development	
▪ Attending and actively participating in meetings (where appropriate); ▪ Participating in Professional Development offered by the school.	▪ Supervision and Growth Principles ▪ Student Achievements ▪ PD Certificate
PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
▪ Teaching Certificate in relevant subject and school level ▪ BA ▪ Three or more years international education experience ▪ Proficient English Language skills	Essential
▪ Relevant PD in the field of Education ▪ Experience in teaching IB DP curriculum	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 Nord Anglia F.
- 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. **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	▪ Role-model the 'Be Ambitious' philosophy each day ▪ Feedback as a valued member of the team and the wider organisation

NORD ANGLIA EDUCATION

Dear Applicant,

Nord Anglia Education is the world's leading premium international schools organisation. Our 56 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 51,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Nord Anglia School, Foshan is expected to open in September 2019 and provides state of the art teaching and learning environments for up to 2304 students. The unique international learning experience at NAS Foshan will offer students aged 6 - 18 years old the best of eastern and western education resources and philosophies. The bilingual curriculum will be based on the Guangdong K-12 curriculum blended with globally respected international curriculum elements and teaching methods. Students will gain a solid foundation of Chinese culture, whilst equipping them with the knowledge and skills they will need to be successful in an increasingly globalized world.

We have a global community of over 10,000 teachers and staff, working in 56 schools located in 27 countries around the world supporting our students' learning. Together, we educate over 51,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students' academic achievement exceeds global averages across every key stage. On average, our students' score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world's top 100 universities.



International Principal
Willem van der Sluis