



# FUJAIRAH Diyar International Private School

## Class Teacher

### Vision Statement

Inspiring Minds, Creating Leaders

### Mission Statement

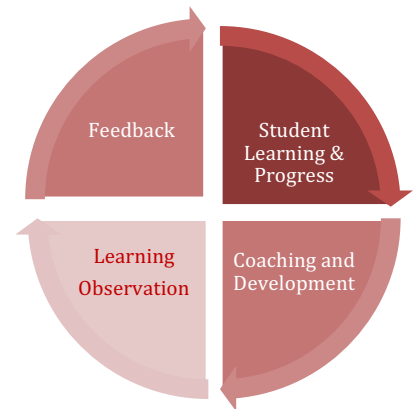
Our mission is to ensure every child, experiences amazing learning, loves school and makes great progress.

### Diyar Teachers will:

- Work tirelessly to ensure that every child makes as much progress as possible.
- Plan lessons which are active, collaborative and cognitive as well as engaging, memorable, fun and relevant.
- Value student happiness and school connectedness.
- Work closely with parents to guide the learning process.
- Provide a first-class international education with a local flavor.

## SAFEGUARDING

Diyar Schools are committed to safeguarding and promoting the welfare of children and expects all staff, parents, governors and volunteers to share this commitment. We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our Safeguarding and Child Protection Policy which can be viewed in the Policies section of our website.



**Main Objective:** To ensure high quality learning for all children/students in the class so that they develop excellent learning skills, become independent learners and make the best progress they can.

**Key Questions driving this role:**

- How good is learning in my class?
- How good are conditions for learning in my class?
- How good are student outcomes in my class?
- How well does the curriculum enable amazing learning in my class?
- How do I improve my practice so that I am the best teacher I can be?
- How do I share my best ideas with others so our team can improve?

**Role Responsibilities**

**Key Responsibility 1 :** Quality of learning

- Ensure that I understand the school's definition of learning and demonstrate a determined focus on 'amazing learning' in my lessons.
- Use the learning observation tools (Looking for Learning) to identify learning, where the best learning is happening and where they are concerns about learning so that I can plan lessons.
- Contribute fully to the Amazing Learning principles by sharing amazing learning from my class.
- Link findings in learning to student progress using AfL data and summative data so that every student makes the best progress they can.
- Identify, with other teachers, any gaps in learning and take measures to close the gaps.
- Be as innovative as possible when I plan learning experiences so that levels of engagement are high and learning is focused on knowledge, skills and understanding.
- Plan for higher order, critical thinking at all times.
- Ensure high level and scaffolded questioning to move learning on.
- Ensure students are challenged in their learning and exposed to inquiry, research, use of technology in their learning.
- Ensure teacher talk is 20% (maximum) and student talk is 80%.
- Use ICT to enhance learning on a day-to-day basis.

**Key Responsibility 2 : Conditions for learning**

- Ensure that I understand the factors that affect learning and the difference between these and learning itself.
- Build the most positive relationships I can with all students and their parents to ensure learning is successful.
- Observe conditions for learning in colleague's lessons, share ideas and evaluate what improves learning and what impedes learning so that I can make changes.
- Create a classroom environment in which students feel safe to take risks and challenge themselves and others.
- Follow the display and environment policy to ensure learning is visible.

**Key Responsibility 3 : Developing Learning in and beyond my classroom**

- Provide clear, honest and balanced feedback to students on their learning in lessons and in shared areas (as per learning observation policy.)
- Guide and support students through a range of learning situations and activities eg – individual, paired, group, class so that they develop excellent levels of independence and skills.
- Ensure every student understands that learning includes knowledge, skills and understanding and is about getting better at something.
- Celebrate learning and have fun with the students.
- Share examples of amazing learning with other classes

**Key Responsibility 4 : Evaluating learning**

- Provide the mechanisms for students to discuss their learning, evaluate their learning and that of their peers and understand what they need to do to improve.
- Use the AfL policy and Learning Ladders to track students' learning and progress and adjust activities accordingly.
- Observe learning in lessons, reflect and analyse how well students learn and how the teacher can improve this.
- Receive feedback from colleagues on the learning in the class and act on advice and guidance.
- Use the UAE Framework to evaluate learning skills in lessons and use this information to contribute to professional discussions about learning and the curriculum.

- Evaluate learning of groups of students, such as Emirati students or SEND students, compared to other students and act to ensure all students learn well.
- Follow the feedback and marking policy so that students know what to do to get better.
- Ensure textbooks are only used if this is a compliance issue and even then, that they are used as a resource rather than the only tool.

**Key Responsibility 5 : Evaluating curriculum and it's assessment**

- Use learning data generated in my own class to contribute to curriculum review and suggest modifications.
- Provide guidance to colleagues, in areas of learning where my confidence levels and expertise are high.
- Constantly review in-the-moment assessment and adjust to meet learner needs.

**Key Responsibility 6 : Professional Development**

- Use the Hattie teacher competencies framework to evaluate your own skills and seek support to develop these.
- Work closely with other teachers and leaders to generate peer professional development program and offer to have visitors to observe learning in my class.
- Ensure TAs and LSAs understand their responsibilities in improving learning in lessons

**Performance Indicators**

- Students are happy at school and engaged in their learning.
- Students learn well, experience amazing learning and make good progress.
- The focus at all times is student learning and wellbeing.
- Policies are followed but challenged when they don't seem to be working.
- Positive relationships, which enhance learning.
- Evidence of student-focused learning.
- Evidence of innovative learning and best practice.
- Clear link between learning and progress for students.
- Contribution to the professional development culture in the school.
- Support for colleagues in learning.

### **Functional Relationships**

- HOD
- Coordinator
- Phase Leader
- Senior Leadership Team
- Principal

### **Direct line management**

- Reporting to Head of Section
- Line management as per organisation structure diagram

### **Specific Job Knowledge, Skills and Experience**

#### Qualifications

- Qualified Teacher Status or Certification in respective country;
- MoE Approval;
- Degree and relevant Post Graduate qualification;

#### Knowledge, skills, experience and understanding

- Good understanding of learning and the impact of amazing learning on outcomes;
- Evidence of a commitment to own professional development
- Supportive and keen to discuss learning with colleagues.
- Proven ability to raise standards in the classrooms.
- Skilled in giving effective feedback to students about learning;
- Ability to build positive relationships with students and their parents.
- Excellent interpersonal and communication skills.
- High standards of professionalism and positive work ethic.
- Courage to challenge any decisions which do not help students learn.