



ICS
INTERNATIONAL
COMMUNITY
SCHOOL

Compassionate and Inspired World Citizens

JOB DESCRIPTION

ICS is an independent, IB Continuum and IB World School, with 40 years' history, providing an international IB education to students aged 3 - 18 (PYP, MYP and Diploma programmes). In addition, excellent examination results for its IB Diploma graduates, and a successful academic programme in both the primary and middle school, make the School a unique, exciting pedagogical offer for international, as well as British, families. Students graduate from the School and enter competitive university programmes around the world including the UK and the USA. A successful and highly regarded English Language Summer School – certified through the British Council - completes the academic provision of the School. ICS is part of the [NACE International Schools Group](#).

ICS has a commitment to safeguarding and promoting the welfare of children and young people. All appointments are subject to Enhanced DBS checks/Overseas Police Checks and Prohibition check. During interview all candidates will be asked to talk through their applications, including periods when they were not working. ICS is committed to equal opportunities.

JOB TITLE	REPORTING TO
Primary Classroom Teacher (Year 6)	Primary School Principal
WORKING HOURS/DAY	
08.30 – 16.30 , Monday - Friday	
START DAY/END DAY	
Immediately start - 19 June 2020	
TERMS OF EMPLOYMENT	
Full-time fixed term contract for academic year 2019-20 with the possibility of a permanent position , 6 months probationary period	
LOCATION	
ICS Primary School 7B Wyndham Place London W1H 1PN	

SALARY

Dependent on qualifications and experience.

HOLIDAYS

As per the school calendar, outside of 39 working weeks

APPRAISAL

On a bi-annual basis via self/peer/line-manager appraisal.

SALARY REVIEW

On an annual basis. Increases to be based on individual performance, economic conditions and school budgetary considerations.

MAIN OBJECTIVE

To ensure a rich and stimulating learning environment, instruct students within the PYP IB curriculum, and work co-operatively with colleagues.

ICS INCLUSION STATEMENT

We aim to be an inclusive community of compassionate and inspired world citizens. We are leaders and learners inspiring leaders and learners. We demonstrate:

- Achievement
- Inclusion
- Compassion
- Safety
- Global engagement

in order to reach our potential.

INCLUSION AT ICS

We are proud that we successfully include children with a variety of linguistic, cultural, emotional, and mild to moderate learning differences in our school. We are a team of teachers, therapists, specialists and leaders who work together to share responsibility for all children. Our goal is that every adult and child is active in building and maintaining a culture of respect and understanding. We ensure that every student is an equally valued member of the school community. We provide an environment where students learn, progress, and are happy.

CONTEXT

This job is located at ICS, London, where the post holder will be responsible for planning, delivery and monitoring of classes to our young learners.

The post holder will play a full role in the everyday life of the school, including safeguarding, duties, cover, meetings and extra-curricular activities.

RESPONSIBILITIES / DUTIES

Planning and Preparation

- Prepare short, medium and long term plans as required
- Demonstrate extensive understanding of subject content and its prerequisite relationships and connections with other disciplines
- Use knowledge of students' backgrounds, skills, needs and interests to plan for groups of students
- Plan classes and units with aims/outcomes offering valuable learning which are suitable for all students in the classroom
- Demonstrate effective time and resource management.
- Plan collaboratively with colleagues to ensure the curriculum is integrated, broad and balanced
- Systematically and supportively set and mark homework, integrated with class work & tailored to individual needs
- Be familiar with student SEN IILPs and be actively involved in the writing, assessing, and monitoring of student goals.
- Plan for student assessment in alignment with the aims/outcomes, with clear assessment criteria & standards that have been communicated to students.
- Plan regular relevant class excursions, at least twice a term

The Classroom Environment

- Maintain positive classroom interactions which are highly respectful and consistent, reflecting genuine warmth, caring and trust toward individuals and the diversity of the school
- Empower all members of the class to ensure high levels of inclusion are maintained in the spirit of genuine teamwork
- Create a classroom environment which represents a genuine culture for learning, with commitment to the subject on the part of teacher, teaching assistant and students, with many opportunities for all to engage
- Set high, clear and consistent expectations for student achievement, and student pride in work
- Establish classroom routines and procedures to ensure consistency, safety, a sense of community, and engagement of children
- Model respectful and positive interactions with others and ensure that students feel safe, happy, autonomous, empowered, and valued
- Demonstrate a passionate commitment to the subject and a pursuit of excellence in collaboration with co-teacher, students, and teaching assistants
- Manage behaviour in a respectful, proactive, subtle and preventive manner which is sensitive to individual student needs
- Create a positive community of mutual respect and support, which students enjoy
- Offer all students equal opportunities to learn and maintain an environment in which no student is exposed to discriminatory behaviour

Teaching Strategies/Techniques

- Use inquiry based techniques in order to facilitate full participation and engagement of all students
- Give feedback which is consistent and identifies clearly what the student has done well and next steps for their learning

- Ensure that students are highly engaged and empowered throughout the lesson
- Seek ways to support successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions
- Stretch higher achievers in a meaningful way
- Use innovative, fun, and challenging ways for students to construct their own learning
- Facilitate dynamic group work with students taking on roles to heighten efficiency and learning
- Ensure that students are fully aware and engaged in the lesson's intent and objectives
- Differentiate lessons appropriately to ensure every student has the opportunity to experience success, thus facilitating the school's inclusive policy

Professional Responsibilities

- Understand requirements to ensure and promote child protection and safeguarding throughout the school
- Demonstrate profound self-awareness of teaching style, and act as a resource for others
- Improve progress & attainment of all students, as documented through evidence, maintaining accurate records which are efficient and effective
- Set & meet targets, starting from an understanding of prior attainment & potential performance
- Focus on making a difference and adding value to the students' learning and the school community
- Communicate frequently and appropriately with families, successfully engaging them in the program
- Make a substantial contribution to school events and projects, assuming leadership with colleagues, and initiating new ideas
- Facilitate students to take authentic action on a regular basis
- Maintain and promote excellent relationships with colleagues acting as a catalyst for an inspirational collaborative approach to teamwork
- Participate actively in internal and external professional development activities and contribute to the development of others
- Maintain a high standard of courtesy and professional relationships with all colleagues, students, parents and interested parties and in particular show full respect for the cultures and background of all students, parents and colleagues
- Observe the school's policies, routines and procedures and act in accordance with the Teacher's Handbook and notices or announcements made by school management
- Participate in staff meetings, in-service training, parents' evenings and school functions according to the published schedule
- Be fully aware of the layout of the school building, including the location of the first aid box and fire exits
- Provide cover as and when required by line manager
- Undertake any other reasonable requests made by line manager

PERSON SPECIFICATION

JOB TITLE
Primary Classroom Teacher

QUALIFICATIONS	
Essential	Desirable
<ul style="list-style-type: none">▪ Teaching qualifications in Primary education	<ul style="list-style-type: none">▪ EFL/ESL qualifications▪ SEN/Special Education qualification▪ First Aid qualifications▪ Post-Graduate Degree in Education

EXPERIENCE	
Essential	Desirable
<ul style="list-style-type: none">▪ Experience teaching in a Primary school classroom	<ul style="list-style-type: none">▪ Experience teaching the PYP▪ Experience teaching within an integrated curriculum▪ Experience of International Education▪ Two years teaching post qualification with the appropriate age level▪ Experience teaching students with Special Educational Needs

SKILLS	
Essential	Desirable
<ul style="list-style-type: none">▪ Excellent Communication skills▪ Ability to provide dynamic, motivational, learner centred, transdisciplinary classroom activities▪ High level of communication, teaching and presentation skills▪ Strong ICT skills▪ Ability to differentiate lessons to a variety of learning styles and ability levels▪ High level of time management skills▪ Ability to maintain appropriate standards of discipline in classroom▪ Ability to teach/coach/supervise extra-curricular activities▪ Ability to show initiative and contribute new ideas▪ Ability to self-brief in areas of curriculum and new pedagogical developments▪ Ability to set a high standard of leadership in the classroom	<ul style="list-style-type: none">▪ Ability to lead and/or facilitate in-house training▪ Ability to design and deliver papers and workshops at external conferences▪ Ability to speak other languages

<ul style="list-style-type: none"> ▪ Ability to work collaboratively in a team 	
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KNOWLEDGE	
Essential	Desirable
<ul style="list-style-type: none"> ▪ Understanding of other cultures ▪ Understanding of equal opportunities policies, and the impact that such a policy has on a class of students ▪ Knowledge of a variety of pedagogical approaches, and ability to apply each one as and when required 	<ul style="list-style-type: none"> ▪ Knowledge of the IBO and its Primary Middle and Diploma programmes ▪ Knowledge of mixed culture teaching and learning

OTHER ATTRIBUTES	
Essential	Desirable
<ul style="list-style-type: none"> ▪ Strong commitment to child protection and safeguarding ▪ Commitment to the IB Programme and philosophy ▪ Commitment to continuing professional and personal development 	

May 2019