

JOB DESCRIPTION

KEY INFORMATION ON THE ROLE

Position Title	Teacher
Department	EYFS / Primary
Reports To (title)	Assistant Principal (Primary)
# Direct Reports	Not Applicable



SECTION I: JOB PURPOSE

The purpose of the role is to deliver high standards of teaching to students and to build outstanding reputation of the school.

SECTION II: KEY RESPONSIBILITIES

Safeguarding and promoting the welfare of students

- Incorporates HASIS's vision, mission and core values into normal working practice and is a positive role model to others;
- Places the safety and welfare of pupils above all other considerations;
- Treats all stakeholders of the school community, including students, parents, colleagues and governors with consideration and respect;
- Alerts to and reports (as per School Policy) any behaviour that may indicate that a student is at risk of harm;
- Promotes the school to parents and the wider community;

Class Teacher level responsibility

- Assumes class teacher responsibility for assigned class;
- Maintains accurate, up-to-date student records (portfolios, assessment/report grades, reading records etc.)
- Plans and prepares lessons in accordance with the class timetable;
- Builds relationships with all school stakeholders. Acts as single point of contact for students and their parents for their main teaching group or form;
- Liaises with subject teachers, student counsellor and parents regarding the provision and deployment of support for special educational needs as required;
- Recommends the provision and attendance of support classes where necessary (liaises with subject teachers, activities coordinator, Assistant Principal (Primary), Assistant Principal (Inclusion) and parents as necessary).

Planning, teaching and learning

- Designs, prepares and delivers engaging lessons appropriate for all students;
- Sets and delivers high standards of academic excellence in the class;
- Monitors student progress and keeps records on their development. Provides support and guidance to underachieving students;
- Advises on the development of Individual Education Plans (IEPs) for underachieving students and monitors progress towards this in tandem with the Inclusion team;

- Differentiates work to support gifted and talented students;
- Ensures that teaching meets all the needs of students, including effective management of behaviour;
- Maintains class discipline and encourages participation in learning;
- Controls and oversees the use and storage of books and other teaching resources provided for class usage;
- Encourages holistic growth of students by supporting their participation in extracurricular activities and academic excellence in competitive tests;
- Strives balance between academics and overall student development by participation in sports, art, drama and music;
- Maintains awareness of student health and wellbeing and recommends them to school clinic when required;
- Leads/participates in at least one after-school-activity each week.

Classroom management

- Handles any unsatisfactory behaviour effectively as per school policy and procedures;
- Utilises modern technology in the classroom;
- Maintains classrooms as a safe and educationally conducive environment;
- Keeps students' books and reading materials in the correct storage areas;
- Demonstrates creativity in designing classroom display.

Management and deployment of resources

- Demonstrates an ability to innovate, excite and inspire children and colleagues;
- Liaises with primary colleagues to develop programs of learning;

Communication

- Actively participates in school activities, such as assemblies, plays, concerts, workshops, sports days, trips and visits and fundraising ventures;
- Supports the work of the Parent Teacher Association by attending events and providing factual feedback to parents;
- Marks class attendance registers, and monitors and reports student absence

Professional development and additional responsibility

- Maintains up-to-date subject knowledge;
- Participates in the HASIS Performance Management process and opportunities for Continued Professional Development, including attending INSET;
- Undertakes cover duties for colleagues as assigned by the Principal/SLT;
- Attends and contributes to staff meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole;
- Promotes and participates in after school activities organised at school
- The nature of the responsibility of the position may alter at the discretion of HASIS Management in order to undertake duties in another capacity in line with reasonable and lawful requirements.

SECTION III: KNOWLEDGE AND SKILLS

Minimum Educational Qualifications Required for the Role	<ul style="list-style-type: none"> • University graduate relevant to a relevant subject (English, Sciences, Mathematics, Humanities, ICT, Arabic, French) with Post Graduate Certification in Education (PGCE) or Professional Graduate Diploma in Education (PGDE); • Or Bachelors in Primary/Early years Education
Minimum Years of Experience Required	<ul style="list-style-type: none"> • Relevant teaching experience – International British curriculum; • Minimum five years subject teaching experience post qualification; • Teaching credentials - QTS (Qualified Teacher Status); • Candidate should be able to teach up to the maximum age in their applicable Key Stage.
Language Skills	<ul style="list-style-type: none"> • Excellent verbal and written communication in English language; • Knowledge of Arabic is an advantage
Skills and Abilities	<ul style="list-style-type: none"> • To have passion for teaching and your subject; • To have proven class management skills; • To be a fully qualified teacher; • To be an active listener who can understand pupils needs; • To have good sense of humour and ability to stay positive; • To be culturally sensitive and respectful of local traditions.

SECTION IV: KEY INTERACTIONS

Key Internal Contacts:	Purpose and Frequency of Interaction
Principal	On need basis
SLT, Inclusion team	On need basis
Teaching assistants & other support staff	Daily
Key External Contacts:	Teacher's networking forums
External Authorities	On need basis
Vendors/Suppliers	On need basis

SECTION V: WORKING ENVIRONMENT

Working Conditions	Multicultural working environment
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