

Role Title

Ref. EV0705190

**Infant Class Teacher**

## Role Information

Role Type	Pay Band	Location	Duration	Reports to:
EYFS Class Teacher	British Council El Viso Infant School Local Teacher Scale	British Council El Viso Infant School Madrid	As per Contract	El Viso School Manager

## Role purpose

To teach in our British Council- el Viso Infant School as a key member of a growing team of Teaching staff, implementing the Foundation Stage Curriculum. To be a proactive member of a lively, dynamic and tightly-knit community of professionals, working in an ever-changing environment. To uphold the highest standards of teaching and learning. To contribute with your expertise and imagination to an exciting Infant school in the heart of Madrid.

## About us

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

We work with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

The British Council believes that all children have potential and that every child matters - everywhere in the world. The British Council affirms the position that all children have the right to be protected from all forms of abuse as set out in article 19, UNCRC, 1989.

### The British Council El Viso Infant School

The British Council Infant School opened in September 2016 in Madrid city centre, in the peaceful residential district of El Viso. Located in a purpose-built Infant school, children start at 2 years of age and enjoy their Foundation Stage phase there until they join Key stage 1 at the school in Somosaguas.

A unique and exciting centre, the El Viso Infant School is a happy, vibrant place where pupils delight in attending and participating in dynamic lessons and activities, delivered through music, sports, language learning, movement classes, arts and play.

The Early Years education in this school forms the firm foundation for the outstanding results, both academic and personal, that are achieved by the older students.

### The British Council School - Somosaguas

2015 and 2018- British Schools Overseas Inspection Report – **Outstanding in all areas**

Our main school is located 15 kilometres to the west of Madrid. It has 2,000 pupils, aged 2 to 18, and 200 teachers who are extremely proud to be part of our welcoming, vibrant and successful community. We are a thriving co-educational day school with superb facilities set on a large, well linked, modern campus. The school is part of the British Council, the United Kingdom's international organisation for educational opportunities and cultural relations, which provides us with excellent opportunities to participate in cultural activities across the world.

We are particularly delighted to be the first British school in Spain to receive the highest rating of 'outstanding' in all areas of the (BSO) Inspection.

British Council policies, standards and regulations apply to all aspects of this job. Particularly relevant are: Code of Conduct, Corporate IT standards, Child Protection Policy, Equality, Diversity & Inclusion Policy and Health and Safety policies.

#### Geopolitical/SBU/Function overview:

The British Council School is in the English & Exams SBU

### Main opportunities/challenges for this role:

- To plan, prepare and teach the Curriculum according to the school's programmes of studies and schemes of work for the relevant age group
- To monitor and assess pupils' work, using school approved and Teaching & Learning assessment procedures. To use assessment to inform planning and promote continuity and progression in student's learning
- To follow and contribute to school policies under the management of the El Viso School Manager
- To liaise and work co-operatively as part of a team of Teachers, Educators and other members of staff
- To contribute to sustain the ***Outstanding in all areas*** grading in the BSO Inspection Report in future inspections

### Main Accountabilities:

- **Set high expectations which inspire, motivate and challenge pupils**
  - establish a safe and stimulating environment for pupils, rooted in mutual respect
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- **Promote good progress and outcomes by pupils**
  - be accountable for pupils' attainment, progress and outcomes
  - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - guide pupils to reflect on the progress they have made and their emerging needs
  - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- **Demonstrate good subject and curriculum knowledge**
  - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- **Plan and teach well structured lessons**
  - impart knowledge and develop understanding through effective use of lesson time
  - promote a love of learning and children's intellectual curiosity
  - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflect systematically on the effectiveness of lessons and approaches to teaching
  - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- **Adapt teaching to respond to the strengths and needs of all pupils**
  - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
  - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
  - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- **Make accurate and productive use of assessment**
  - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to

secure pupils' progress

- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

- **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

- **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

(Source: Teachers' standards DfE)

- To take part in any other duties contemplated in the National Private Schools Collective Agreement as assigned by the line manager.

## Key Relationships:

### **Internal**

Students

Teaching Assistants

Somosaguas School Staff and Managers

Administrative staff

Parents

### **External**

Suppliers such as bus company, catering and cleaning company and security company

External visit personnel

Peripatetic music teachers

External contacts, such as local educational organisations and authorities, local sporting facilities, voluntary organisations, theatres and musical facilities.

## Role Requirements:

Threshold requirements:		Assessment stage
Passport requirements/ Right to work in country	Applicants must be EU nationals or have the right to work in Spain	Shortlisting
Direct contact or managing staff working with children?	Yes	Interview and other documents specified in Child Protection Policy
Safeguarding Requirements	The successful candidate will be required to undergo a DBS check or equivalent, <b>AND</b> the Spanish national <i>Certificado de Delitos de Naturaleza Sexual</i> , unless this is up to date.	
Other	There are occasional trips locally and staff are required to accompany students. Attendance and participation in concerts and other events after school and occasionally at weekends will be required. It is necessary to be prepared to be flexible with working hours subject to operational needs. On occasion it will be necessary to ask members of staff to adapt their working hours at short notice.	

#### Person Specification:

#### Language requirements:

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment stage</i>
English to the level of, or a level comparable to, first language English communicator	Basic Spanish User	<p>Shortlisting and Interview.</p> <p>For non-first language English communicators, you must please attach to your CV/ Application Form any recent Certificates demonstrating:</p> <ul style="list-style-type: none"> <li>- C2 CEFR level in official English Language Test.</li> <li>- C2 CEFR level in the Spoken component of official English Language Test.</li> </ul> <p>A Language test may be required.</p>

#### Qualifications

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment Stage</i>
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<p>Qualified Teacher Status or equivalent, such as Early Years Level 5 or above</p> <p>A good Bachelor's Degree and Postgraduate Degree</p>	<p>Early Years Level 6 qualification or equivalent</p>	<p>Short listing (include in Application Form date, place of qualification and Teacher Reference Number, if issued). You will be asked to provide original copies of your degree and PGCE if shortlisted.</p>
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## Role Specific Knowledge & Experience

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment Stage</i>
<p>A minimum of 2 years recent and relevant teaching experience within the last 5 years in the Foundation Stage and / or Key Stage 1/2 in the UK, International or bi-lingual School</p>	<p>4 or more years fulltime (post-qualification) recent and relevant teaching experience in Foundation Stage in the UK, an International School or bilingual school</p> <p>EFL/ESL teaching experience with children.</p> <p>Recent experience in delivery of English National Curriculum</p> <p>KS1 experience</p> <p>Recent, relevant, professional development in Teaching &amp; Learning</p>	<p>Experience to be assessed in Shortlisting and Interview, and to be completed in application form</p>

## Role Specific Skills

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment Stage</i>
<p><b>Classroom Management:</b> Is able to engage all students throughout the lesson.</p> <p>Is able to effectively differentiate the learning of individuals, groups within the whole class setting.</p> <p>Manages learner behaviour by establishing and maintaining a clear positive behaviour framework in the classroom.</p> <p>Promotes critical thinking skills through the use of a range of strategies including effective questioning.</p> <p><b>Lesson Planning and Assessment:</b> All lessons are purposeful with clear learning outcomes.</p>	<p>In accordance with UK best practices</p> <p>In accordance with UK best practices</p>	<p>All Role Specific skills may be used in Shortlisting and/or Interview, and should be evidenced in Application Form</p>

Demonstrates a clear understanding of assessment principles and is able to plan and incorporate effective assessment procedures to inform future planning.

Is able to embed the effective use of ICT in lesson planning.

**Subject Knowledge and delivery:**

Demonstrates excellent subject knowledge and can communicate this effectively.

Is able to share knowledge and expertise with others.

Is an excellent classroom practitioner.

**Understanding Your Learners:** Is able to identify individual learning needs and implement appropriate strategies.

Is able to both support lower ability children and challenge higher ability children.

Has knowledge and understanding of equality, diversity and inclusion in teaching.

**Learning Technologies:** Consistently demonstrates a high level of skill in using the IWB appropriately in the classroom.

Is able to integrate technologies into daily classroom delivery.

Encourages students to use ICT independently. Uses the School Intranet to provide resources for students to use at home and to share resources with other staff.



British Council Core Skills	
<p><b>Communicating and Influencing Level 2</b>  <b>Relates communications to circumstances:</b> Displays good listening, writing and speaking skills, setting out logical arguments clearly and adapting language and form of communication to meet the needs of different people/audiences.</p> <p><b>Planning and Organising Level 2</b>  <b>Plans ahead:</b> Able to organise own work over weeks and months, or to plan ahead for others, taking account of priorities and the impact on other people.</p> <p><b>Analysing Data and Problems Level 2</b>  <b>Uses data:</b> Able to review available data and identify cause and effect, and then to choose the right solution from a range of known alternatives</p>	<p><b>Assessment stage</b></p> <p>Shortlisting and Interview</p> <p>Shortlisting and Interview</p> <p>Shortlisting and Interview</p>
British Council Behaviours	
<p><b>Making it happen (Essential):</b> Delivering clear results for the British Council.</p> <p><b>Being accountable (Essential):</b> Delivering my best work in order to meet my commitments</p> <p><b>Working Together (Essential):</b> Establishing a genuinely common goal with others.</p> <p><b>Other behaviours (Not used in Recruitment &amp; Selection):</b></p> <p><b>Creating Shared Purpose (Essential):</b> Communicating an engaging picture how we can work together.</p> <p><b>Connecting with Others (Essential):</b> Making regular opportunities to understand others better.</p> <p><b>Shaping the Future (Essential):</b> Looking for ways in which we can do things better</p>	<p><b>Assessment Stage</b></p> <p>BC Behaviours will be assessed in Interview stage only (not to be completed on Application Form)</p> <p>Not used in Recruitment &amp; Selection</p> <p>Not used in Recruitment &amp; Selection</p> <p>Not used in Recruitment &amp; Selection</p>
<b>Prepared by:</b>	<b>Date:</b>
Borja Roca [HR Manager]	07/05/2019

*\* Should more than 5 candidates apply for this post, Desirable behaviours, skills and knowledge, experience and qualifications will be used for shortlisting*