

## Main tasks and duties of a Primary Teacher

### Job Scope

The role of the Primary Class Teacher (Grades 1-5) is to build and maintain a successful IB PYP programme within the school by providing an educational atmosphere conducive to learning, in conjunction with the PYP Programme Coordinator. Support and guidance will be provided by the Head of Primary, PYP Curriculum Coordinator, Grade, and subject Coordinators. The Primary Class Teacher will ensure that all subjects taught are planned to provide coverage, progression, and continuity. He/She is expected to display the highest standards of professionalism in his/her teaching and in his/her relationships with colleagues and parents. The language of instruction will be English.

### Safeguarding Statement

Safeguarding is everybody's responsibility. All staff working at SISD will have some contact with children and will therefore be regarded as a person in a position of trust. Staff with teaching duties will be responsible for the students that they teach and may also have additional specific pastoral or other responsibilities for other students they do not teach. In addition, all staff will regularly interact with students who may seek assistance or otherwise interact with them whilst moving around the school. In all cases, the post holder's responsibility for promoting and safeguarding the welfare of the students is to adhere to and always ensure compliance with the school's safeguarding and child protection policies and procedures to include whistleblowing. The post holder is required to declare all convictions and cautions (including those which are "spent") to assess his/her suitability to work with children. SISD is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post holder must be willing to undergo child protection screening, including checks with past employers and provide police clearance checks. Teaching Staff will also be subject to prohibition from teaching and barring checks.

### Main Duties and Responsibilities

This not an exhaustive list of duties/responsibilities. The responsibilities outlined may be modified by the Head of Phases 1 & 2, upon mutual agreement, to reflect or anticipate changes in the role:

### Main Tasks

- To be responsible for the positive learning environment and achievement of all students in the class, ensuring equality of opportunity throughout
- To promote an enjoyment of learning

- To nurture meaningful relationships with children and provide the individual attention they need having regard to the ability of the students
- To be responsible and accountable for achieving the highest possible standards in work and conduct
- To support a culture of reflective practice
- To treat all students with respect, building relationships rooted in mutual respect, always observing proper boundaries appropriate to a teacher's professional position
- To work proactively and effectively in collaboration and partnership with students, co-teachers, specialist teachers, teaching assistants, classroom assistants, other staff, parents/guardians, and external agencies in the best interests of students

### Teaching

- To design and prepare a challenging, innovative, and exciting curriculum using the IBPYP as a framework for students which will enable them to flourish and achieve their potential
- To develop, weekly plans and implement appropriate programs for students
- To design, prepare and deliver lessons to suit the individual needs of all students
- To be accountable for the attainment, progress and outcome of the students and monitor every child's progress against the IB PYP curriculum
- To set clear and challenging targets that build on prior attainment for each student; use an appropriate range of observation, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- To be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how students learn
- To have a clear understanding of the needs of all students, including those on the inclusion register with special educational needs; gifted and talented; and/or disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them all
- To make accurate and productive use of assessment to secure students' progress and ensure every child makes good progress from their baseline
- To assess and monitor student progress and provide targets so that all learners can see success and improve
- To ensure the students work is displayed and presented to the very highest standards, ensuring the displays are changed regularly and focus on making learning visible to all stakeholders
- To ensure that the classroom and adjacent corridors are kept suitably tidy for prospective parents, to welcome the latter into the classroom and be prepared if requested to give a short explanation of lesson content and displays.

- To participate and support in school activities outside regular school hours to enrich the school experience for the students to include, but not limited to, ASAs, Boarding House(s) support, school trips,
- staff meetings, open days, professional development training sessions, conferences and workshops, induction, major school events and if applicable assessment/examination supervision

### **Team Working**

- To collaborate with other teachers to share new ideas, approaches and professional knowledge and create a stimulating learning environment for teaching and learning in the Primary School
- To act as a role model for staff, demonstrating a high quality of teaching, learning and assessment in the Primary School
- To participate in relevant meetings / professional development opportunities at school, which relate to the learners, curriculum or organization of the school including pastoral arrangements and assemblies
- To work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice
- To ensure that Learning Support Assistants or Classroom Assistants working in the classroom are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- To take part as required in the review, development and management of the activities relating to the IB PYP curriculum and program of inquiry and pastoral functions of the school as it grows

### **Behaviour and Safety**

- To effectively contribute and provide best practice in combatting risk pertaining to cyber safety, health safety and child protection
- To manage the class effectively, using approaches which are appropriate to students' needs to inspire, motivate and challenge
- To establish a safe, purposeful, and stimulating environment for the well-being of the students, rooted in mutual respect
- To emphasize the importance of safety and safe methods of working in all areas of the school and the curriculum
- To communicate to the staff and students that they must take a responsible attitude to the resources and equipment with which they have been provided

### **Communication**

- To communicate accurately and regularly with parents
- To liaise effectively with parents and offer opportunities for them to engage in their child's learning at home.

- To develop positive channels of communication to ensure the smooth running of the service amongst all educators
- To attend Parents' Evenings as required and to provide accurate, honest information regarding the progress of students.
- To report to parents in the form of written reports twice yearly and when made be additionally required by the Head of Primary
- To contribute to the newsletters, social media platforms and marketing activity

#### **Administration**

- To register the attendance of and supervise students, before, during and at after-school sessions as appropriate
- To participate in and carry out any administrative and organizational tasks as required
- To maintains up to date emergency forms, curriculum plans, individual child development profile and other records as needed

#### **Professional Development**

- To regularly review and evaluate the effectiveness of teaching and assessment procedures and its impact on students' progress, attainment, and well-being
- To be responsible for improving teaching through participating fully in training and development opportunities identified by the school or as a result of appraisal
- To participate fully in the teacher appraisal system, with classroom observation of colleagues and a willingness to be personally observed within the classroom
- To submit books, records or planning as required for monitoring by colleagues or management

#### **Other**

- To have professional regard for the ethos, policies and procedures of Swiss International Scientific School and maintain high standards in attendance and punctuality
- To maintain smart and professional standards of appearance
- To maintain high standards of conduct both in and out of the classroom. To act in a way that conforms to the school's ethos and values
- To adhere to the teacher standards and expectations set out in the teacher's handbook, employee handbook, Ministry of Education Code of Conduct and the school policies



## Key Relationships

**Internal** - Students, Learning Support Assistants, Classroom Assistants, Teachers, Grade Learning Coordinators, Subject Coordinators, PYP Programme Coordinator, Head of Phases 1 & 2, Deputy Heads of Phases 1 & 2, Assistant Heads of Primary School, Principal and Deputy Head of Whole School (Teaching & Learning), Inclusion Team

**External** – Parents, KHDA, IB

This job description is subject to annual review by the Head of Phases 1 & 2, in liaison with the post holder to ensure that it is kept up to date and relevant. Any changes in substance or interpretation will be implemented after consultation with the post holder.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_