



### Primary Teacher – JOB DESCRIPTION

Each Job Description is an outline of the role it describes. Included are the priorities which the School sees as most important at this time. These priorities will be the focus of the post holder, but the intention is that those holding posts of responsibility will use the Job Description as a starting point and go beyond it in order to provide excellent leadership in the area of responsibility.

Those who are most successful will take the Job Description and use it to develop their area by showing initiative and pushing the boundaries in the best interests of our students, colleagues and the School – thus ensuring a practical application of our Vision: ***Become the Best that You can Be.***

PIS is totally committed to safeguarding the welfare of children and young people and expects the same from its employees. All new staff will be subject to enhanced pre-employment clearance, including identity check, criminal background checks, qualifications checks and employment checks to include an exploration of any gaps in employment and two satisfactory professional references which will be verified.

<b>Job Title:</b>	Primary School Teacher
<b>Campus:</b>	Primary Campus
<b>Report to:</b>	Primary Campus Headteacher

**PURPOSE OF ROLE:**

The key responsibility of the Primary Class Teacher is to be responsible for the well-being and learning of the children in their care in the Primary School, and classes/subjects that you have been assigned to teach.

Teachers at PIS are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behavior and attitudes which set the required standard for conduct and provide a guide to expected roles and responsibilities. Additionally, teachers must seek to uphold public trust in the profession and the school's reputation by maintaining high standards of ethics and behavior, within and outside school.

**KEY ACCOUNTABILITIES:**

- Providing a bright, attractive and safe environment in which the well-being of your students is paramount and is conducive for children’s learning.
- Learning objectives are set in line with the school’s curriculum. Whilst an appropriate range of techniques, such as observation, assessment, monitoring and recording strategies are used as a basis for setting challenging learning targets and expectations. To enable pupils of all backgrounds, abilities, and dispositions to achieve the highest possible levels of attainment.



- Giving pupils regular feedback, both orally and through accurate constructive comments and marking in line with policy. Encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take responsible and conscientious attitude to their own work and study.
- Treating pupils with dignity, building relationships rooted in mutual respect, and all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with Lao statutory provisions and PIS policies and procedures
- Showing tolerance of and respect for the rights of others
- Working proactively and effectively in collaboration and partnership with learners., parents/carers and other staff in the best interests of pupils.
- Proactively following all school's policies and procedures. Having proper and professional regard for the ethos, and practices of PIS. Following the reasonable guidance and directions of Campus Principal and senior teachers and leadership team.
- Providing Class Teacher functions such as meetings with parents, writing reports, playground duties, organizing and going on excursions, participating in meetings and supporting your colleagues as necessary by sharing your pedagogical knowledge.
- Providing cover for absent colleagues as necessary
- Regularly evaluating the quality and suitability of resources and making recommendations for the purchase and deployment of additional resources as appropriate.
- Liaising with the relevant support teachers, administration, operations, finance, human resources, Lao Teachers or other subject teachers to ensure harmonious working relationship and a partnership which aids learning. This includes directing your Teaching Assistant/Internship Teacher, where one is supplied, to play a key part in supporting student learning.
- Maintain high standards in their own attendance and punctuality.
- Attending all events on your campus, as required
- Supporting PIS by attending all Whole School events as appropriate

**PBIS Teachers Must:**

1. Set high expectation 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.
2. 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.
3. 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
  - if teaching early reading, demonstrate a clear understanding of phonics
  - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. 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).
5. 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.
6. 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
7. 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 class effectively, using approaches which are appropriate authority, and act decisively involve and motivate them
    - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
  8. Fulfill 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.

**KEY RELATIONSHIPS**

**Working alongside:**  
Primary Leadership Team Members

**Liaising with:**  
Lao and Other Specialist Teachers  
Teachers above or below your class year (this includes in EY and Secondary Campuses)

**Reporting to:**  
Primary Campus Headteacher  
Assigned Deputies  
Department Heads

- ESSENTIAL KNOWLEDGE, ABILITIES AND QUALIFICATIONS**
- A qualified teacher able to demonstrate strong academic and intellectual credentials with evidence of relevant and recent CPD.
  - The ability to teach to a high standard and model to colleagues as necessary
  - The ability to be a team player



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#### DESIRABLE EXPERIENCE SKILLS AND INTERESTS

- Has teaching experiences from home country and overseas. Whilst experience of the English National Curriculum and/or the Cambridge Curriculums is desirable, it is not essential, more important is being a good teacher, having an understanding of contemporary best practice pedagogy and a willingness to learn.
- Is committed to continuing personal and professional development.
- Is tactful and diplomatic with the ability and experience to handle sensitive situations effectively.
- Enthusiastic and positive with the ability to inspire others with a “can do” attitude.
- Team Player with a well-developed sense of humor.

I have read and understand the contents of this “Primary Teacher – JOB DESCRIPTION”.

Date:

\_\_\_\_\_  
Teacher’s Name.



## CONDITIONS OF SERVICE FOR TEACHERS

### 1. Main Duties and Responsibilities

#### Knowledge of the Subject

- To have expert knowledge of the subject area
- To pursue relevant opportunities to grow professional and keep up-to-date about the current knowledge and research in the subject area

#### Teaching

- To plan and prepare appropriately the assigned courses
- To conduct assigned classes at the scheduled times
- To demonstrate competence in classroom instruction
- To implement the designed curriculum completely and in due time
- To plan and implement effective classroom management practices
- To design and implement effective strategies to develop self-responsible/independent learners
- To promote students' instincts motivation by providing meaningful and progressively challenging learning experiences which include, but not limited to: self-exploration, questioning, making choices, setting goals, planning and organizing, implementing, self-evaluation and demonstrating initiative in tasks and projects.
- To engage students in active, hands-on, creative problem-based learning
- To provide opportunities for students to access and use current technology, resources and information to solve problems.
- To provide opportunities for students to apply and practice what is learned.
- To engage students in creative thinking and integrated or interdisciplinary learning experiences
- To build student's ability to work collaboratively with others
- To adapt instruction/support to students' differences in development, learning style, strengths and needs
- To vary instructional roles (e.g. instructor, coach, facilitator, co-learner, audience) in relation to content and purpose of instruction and students' needs.
- To maintain a safe, orderly environment conducive to learning
- To comply with requirements for the safety and supervision of students inside and outside the classroom.

The Headteacher or authorized deputy will review the teaching process of the teachers.

#### Assessment

- To define and communicate learning expectations to students
- To apply appropriate multiple assessment tools and strategies to evaluate and promote the continuous intellectual development of the students.



- To assign reasonable assignments and homework to students
- To evaluate students' performances in an objective, fair and timely manner
- To record and report timely the results of quizzes, assignments, mid-and final semester exams
- To use student assessment data to guide changes in instruction and practice, and to improve student learning.

The Headteacher or authorized deputy will review the assessment process of the teachers.

**Professionalism**

- To be punctual and be available in the school during official working hours
- To comply with policies, standards, rules, regulations and procedures of the school
- To prepare and maintain course files
- To take precautions to protect school records, equipment, materials and facilities
- To participate responsibly in school improvement initiatives
- To attend and participate in school meetings and other assigned meetings and activities
- To demonstrate timeliness and attendance for assigned responsibilities
- To work collaboratively with other professional and school staff
- To participant in partnerships with other members of the school's community to support student learning and school-related activities
- To demonstrate the ability to perform teaching or other responsibilities, including good work habits, reliability, punctuality and follow-through on commitments
- To provide and accept evaluative feedback in a professional manner
- To create and maintain a positive and safe learning environment
- To carry out any other related duties assigned by the Executives Headteacher or authorized deputy.

**Good Behavior**

- To model honesty, fairness and ethical conduct
- To model a caring attitude and promote positive interpersonal relationships
- To model correct use of language, oral and written
- To foster student self-control, self-discipline and responsibility to others
- To model and promote empathy, compassion and respect for the gender, ethic, religious, cultural and learning diversity of students
- To demonstrate skill when managing student behavior, intervening and resolving discipline problems
- To model good social skills, leadership and civic responsibility
- To respect the laws and customs of the Lao People's Democratic Republic and its people.

*In instances when Employees or Service Providers violate laws and regulations, the school accepts no obligation or responsibility for responding to any police and legal matters. The individual solely assumes all responsibility for any penalties required by the law authorizes as a consequence of any actions determined by the police or judiciary to violate the law.*



## 2. Classroom

- Teachers will, at all times, be responsible for an orderly, healthy room environment. The rooms should be kept lighted, well ventilated, and at a healthy temperature. All safety hazards should be reported, in writing, to the Operation Manager.
- Classroom doors should be unlocked during classroom sessions. Doors and windows should be locked securely when the room is not in use.
- When a class is temporarily meeting in another location, notices should be posted (use tape) on the regular classroom door.
- Teachers should assume responsibility for the supervision of the hall and ground areas immediately adjacent to their classroom
- Students must not be in classrooms, gym, PE areas, office, etc. unsupervised.
- Students must be in their assigned classes. Do not keep a student out of another teacher's class without prior written approval from the teacher.
- In this area of "frivolous lawsuits," be aware of situations which could become problems, such as
  - o Transporting students(s) in a personal vehicle without proper authorization forms on file
  - o Being alone with a student in a classroom behind closed doors or other isolated location
  - o Talking or behaving with students in a manner outside the realm of the appropriate teacher-student relationship
  - o Allowing students to leave campus without written parent permission
  - o Remaining on campus with student(s) after the last administrator leaves the site
  - o Taking student(s) off campus other than District approved curricular trips
  - o Providing selected student(s) with a personal telephone number
  - o Calling student(s) at home except in an emergency situation
  - o Meeting with student(s) off campus
  - o Despite professional intent, any allegations related to above behaviors will lead to investigations, and if warranted, result in administrative or disciplinary action.

## 3. Obligations to Students and Parents

- School employees & service providers must report any suspected child abuse that comes to their attention. Inform the Safeguarding officer and he/she will advise you. It is the legal obligation of every childcare custodian to report suspected child abuse within 48 hours. Do not investigate—report!
- School employees and service providers must report any suspected sexual harassment to school authorities.
- All employees & service providers must conduct themselves by word, gesture, act, demeanour, so that all others will be accorded just and equitable consideration, regard, and treatment. Prejudice or discrimination in any form is deemed to be unethical, as well as illegal, and will not be tolerated.
- It is PIS policy that students and adults in schools and offices should treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against any person on the basis



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of race, language spoken, color, gender, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief.

- School employees and service providers must report suspected hate crimes and bias-motivated incidents to school authorities
- Safeguarding our students from self-harming – if you suspect that a student may be at risk to self-harming or contemplating suicide, notify the nurse, a counselor or administrator immediately. Prompt action can save lives.
- Teachers are reminded that any form of corporal punishment is against PIS policy.

#### Parents have a right to:

1. Visit campus where their child is enrolled within a reasonable time period after obtaining the Executive Headteacher or authorized deputy's approval.
2. Request a meeting with the teacher and/or school, Headteacher/Executive Headteacher/authorized deputy following the observation after obtaining the Headteacher/Executive Headteacher/authorized deputy's approval.

#### Parents do not have right to:

1. Converse with teacher, students or aides in the classroom disrupting daily instruction
2. Willfully interfere with the discipline, order or conduct in any classroom or activity.

No teacher should ever presume to represent the school officially without specific arrangements with the Headteacher or authorized deputy.

#### 4. Homework Assignments

Since homework is an important resource helping students to learn, it should be assigned for the purpose of reinforcing, extending, enriching and strengthening skills. Each homework assignment given should be thoroughly explained and clearly understood by all students with a clear due date. The assignment should be reasonable in length, content and required resources and should not include endless copying of material. Homework should be directly related to class work. It should not be a burden to the teacher, but of assistance in making an assessment of the student's overall performance.

#### 5. Return of Homework Assignments

Completing homework assignments deserves recognition as an indication of a students' progress. This may be accomplished by the teacher's personal methods of acknowledgement or may require correcting. It is recommended that teachers use simple correcting techniques such as self-checking or group checking by students in the classroom, which, if used effectively, can involve a minimum amount of teacher time. However, there are instances where the homework assignment will need to be carefully checked and graded by the teacher.

#### 6. Marking of Homework



Since homework is assigned to assist students in maintaining and improving learning skills, the results should be reflected in the student's achievement grade. Subject marks, as measurements of student achievement, should be based on accomplishment in the classroom and on the quality and quantity of returned homework. Accomplishments in the classroom (examinations, quizzes, written composition, etc.) are weighted in a proportion that reflects the criteria for making established by the classroom teacher and the District. Failure to return in homework assignments should be reflected in marks for work habits and subject marks on report cards. In summary, the final mark is an overall rating of the entire semester's work.

### 7. Information Concerning Students

Requests for information concerning students should be denied to all people except authorized school officials, the student's legal guardian and members of law enforcement agencies. Requests must be cleared through an Administration Officer (Admin).

### 8. Leaving the Classroom

Because of the possible liability due to negligence, no Teacher should leave a class unattended. At no time is a student, non-certificated adult, or aide considered to be adequate class coverage. In case of an emergency, a teacher should ask a neighboring teacher to keep an eye on his/her class until the teacher can get help from the office.

### 9. Lesson Plans

All teachers are expected to have written evidence in the classroom of lesson planning to meet the needs of students and the goals of the instructional program. A well-designed lesson plan, structured to meet the needs of the students, can enhance the opportunity for a successful teaching experience. An emergency lesson plan should be readily available in case of an emergency absence; therefore, each teacher should have an emergency folder in the Administration Office. These will be finalized in collaboration with the Headteacher, Executive Headteacher, and other designated colleagues as appropriate.

### 10. Special Assignments

Each teacher is expected to help or to establish with special assignments such as school extra-curricular activity (one per week), club sponsorship, class sponsorship, help with graduation, supervising noon activities, etc. usually such assignments are made on a basis of interest expressed by the teacher. It is hoped that teachers will volunteer for these duties. The type of activity, day and time of this will be agreed upon with the Headteacher, Executive Headteacher, CEO or authorized deputy.

### 11. School Events

Teachers are expected to participate in or to attend any reasonable or training as required by their Campus Headteacher. The non-exhaustive specific events that require mandatory attendance are: Parents/Teacher Consultation Evenings, Teacher's Day Party, Christmas Event, Family Fun Day, Sports Day, Concert and Graduation Ceremonies, etc. Specific responsibilities during these days are



delegated by the Headteacher, Events Manager or CEO or authorized deputy. Advance notice of any other additional activities that require teachers' attendance will be given.

## 12. Supervision Assignments

The Headteacher responsible for supervision will, from time to time, (and especially during the close of a semester) prepare temporary supervision assignments for teachers. If Teachers are assigned to cover the grounds, restrooms and canteen during lunch, nutrition, before and after school, great care will be taken to rotate these assignments so that the responsibilities are equalized.

## 13. Safety of Students

Teachers are, at all times, responsible for the general health and safety of students under their direct or indirect supervision. In case of an accident or injury, the students be sent to the Health Office or the teacher should request that the nurse come to the classroom. An accident report must be filled for all injured students. The nurse can assist with completing this report. If an accident occurs in a class that requires a Safety Test, the teacher should send the injured student's Safety Test to the Head Office to be filed with the accident report.

## 14. Master Calendar

All events and activities must be scheduled on the master calendar well in advance. Facilities such as the basketball court, football field, canteen, library and Conference Room must be reserved and will be available on the first-come, first-served basis.

Activity sponsors are responsible for the arrangement, procurement, and setup of needed equipment, and for supervision of the activity.

## 15. Field Trips

Field Trips and off-campus activities must be approved and scheduled on the Master Calendar well in advance. You must allow at least four weeks if you plan to use school vans. Funding for any transportation or entry feeds must be arranged prior to scheduling the event. Teachers, with the help of administration officers, must arrange their own class coverage for field trips.

All approved off-campus trips must be covered by a parent-signed permission slip that includes emergency information.

## 16. Access to PIS campus During Non-business Hours

If a Teacher wishes to work at school during non-business hours (eg. Weekend), they must secure the Headteacher and the Operation Manager's permission by filling out the appropriate form and having the Headteacher and the Operation Manager sign it. When the Teacher arrives, he/she must sign in and sign out of the Guard's office.

## 17. Safety on Campus

All Employees should use extreme caution while alone in isolated areas of campus. When alone in a classroom or office, lock all doors and do not permit anyone to enter unless you can assure yourself of the person's identity. Whenever possible, avoid working alone in isolated areas or being alone in



the parking lots before and after school hours. Report the presence of strangers or loiterers to the Operations manager immediately.

### 18. Equipment

All school equipment may not be removed from the campus for personal use. Approval to remove any equipment from the school site must be approved by the Operation Manager.

### 19. Tobacco-Free

Smoking and the use of tobacco products on the school premises and in school vehicles is prohibited at all times by all persons, including employees, service providers, students and visitors.

### 20. Visitors

The presence on school campuses of any parent, community person, organization representative, regardless of affiliation, requires the Headteacher's approval. All visitors must check in at the Guard's office for a visitor's pass. No exceptions. Visitors who defy the school administrator's authority can be reported to the appropriate police agencies.

### 21. Duties of Head of Department

Under the supervision of the Headteacher:

- Be Instructional Leaders of the school
- Supervise and direct the instructional program of the department
- Evaluate the department program in order to improve instruction
- Attend meetings with curriculum and operational supervisors
- Assist the Deputy Headteacher in developing a departmental schedule of classes for the Master program, secure data on probable needs, assist in allocating classes to rooms and assigning teachers to classes
- Supervise enrollment within the department, assist in equalizing classes, make recommendations for closing and operating classes.
- Confer with the Headteacher on department issues and plans
- Plan and conduct department meetings. Submit meeting agendas, sign ins, and reflections to the Deputy Headteacher.
- Prepare requisitions for supplies, equipment, textbooks
- Orient day-to-day substitutes in the department, assist with the evaluation of their work.
- Encourage participation of students and classes in approved contests and exhibitions appropriate to the department
- Discharge special assignments made by the Headteacher or authorized deputy.

### 22. Replacement

Teachers may be required to act as a substitute teacher when necessary due to a colleague's absence.

### 23. Other duties

Teachers are expected to perform other duties considered a regular part of a teacher's role, such as, but not limited to, supervising children break periods on days when you are a "duty teacher" or inside during bad weather when the students cannot go outside.



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Any non-contact time allocated to the teacher must be used for preparation, making, and general duties of a class teacher. As previously outlined, a teacher may be asked to cover another class during non-contact periods when there is a need.

**I have read and understand the contents of this “Conditions of Service for Teachers”.**

Date:

\_\_\_\_\_  
Teacher's Name.