



## SECONDARY IB PSYCHOLOGY TEACHER JOB DESCRIPTION

<b>LOCATION</b>	British International School of Chicago, South Loop	
<b>JOB PURPOSE</b>	<p>Everything we do is connected to our vision to create a generation of resilient and creative global citizens, who will change our world for the better.</p> <p>By joining a Nord Anglia Education school as a Secondary Psychology Teacher, you'll be responsible for:</p> <ul style="list-style-type: none"><li>• Promoting the Vision, Mission, Values and Aims of the school and ensuring that children are working towards being "international citizens".</li><li>• Implementing and delivering an appropriately broad, balanced, relevant and differentiated curriculum for students from age 11 to age 18.</li><li>• Contributing to maintaining high standards of student progress and attainment.</li><li>• Meeting and supporting varying student learning and social needs.</li><li>• Being flexible and able to adjust to the needs of the school, actively contributing to its development and growth.</li><li>• Carrying out any associated duties as are reasonably assigned by the Head of Secondary or the Principal.</li></ul>	
<b>REPORTING TO</b>	Head of Secondary and Head of Social Studies	
<b>DIRECT REPORTS</b>	None	
<b>OTHER KEY RELATIONSHIPS</b>	<p>Internal:</p> <ul style="list-style-type: none"><li>▪ Secondary Assistant Headteachers</li><li>▪ IB Coordinator</li></ul>	<p>External:</p> <ul style="list-style-type: none"><li>▪ Students</li><li>▪ Parents</li></ul>

KEY RESULTS AREA	PERFORMANCE MEASUREMENT
<b>LEARNING AND TEACHING</b>	
<ul style="list-style-type: none"> <li>▪ Teach, students according to their educational needs, including the personalized planning and marking of work to be carried out by each student in accordance with school policy.</li> <li>▪ Set appropriate, realistic yet demanding expectations for individual pupils' learning, building on prior attainment/knowledge</li> <li>▪ Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</li> <li>▪ Ensure that internationalism, ICT, literacy and numeracy are reflected in the learning experience of students.</li> <li>▪ Ensure a high-quality learning experience for students that meets internal and external quality standards.</li> <li>▪ Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.</li> <li>▪ Track student progress and use information to inform teaching and learning.</li> <li>▪ Maintain discipline in accordance with the school's procedures, and to encourage good practice with regards to punctuality, behaviour, appearance, standards of work and homework.</li> <li>▪ Ensure the effective/efficient deployment of classroom support and other adults in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal and informal quality assurance of planning, teaching and assessment.</li> <li>▪ Student outcomes.</li> </ul>
<b>STUDENT SUPPORT</b>	
<ul style="list-style-type: none"> <li>▪ Be a Form Tutor to an assigned group of students if so required.</li> <li>▪ Promote the general progress and well-being of all students, but particularly those within the designated Form Group.</li> <li>▪ Liaise with the Student Support Leader and Heads of Year to ensure the implementation of the school's student support system.</li> <li>▪ Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.</li> <li>▪ Evaluate and monitor the progress of students and keep up-to-date student records as may be required.</li> <li>▪ Contribute to the preparation of individual education plans, progress files and other reports.</li> <li>▪ Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.</li> <li>▪ Apply the school's behaviour management and safeguarding systems effectively and accurately.</li> <li>▪ Communicate effectively with the parents of students as appropriate.</li> <li>▪ Where appropriate, communicate and co-operate with persons or bodies outside the school.</li> <li>▪ Follow agreed policies for communications in the school.</li> <li>▪ Take part in community activities including, but limited to, parents' evenings, review days, open days/evenings and parental workshops.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student and parent voice.</li> </ul>

## PLANNING AND PREPARATION

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| <ul style="list-style-type: none"><li>Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.</li><li>Contribute to the curriculum area and department's development plan and its implementation.</li><li>Plan and prepare carefully differentiated courses, lessons and resources that follow the school's approach to curriculum design and implementation.</li><li>Contribute to the whole school's planning activities</li><li>Assist the Head of Secondary and Head of Social Studies in ensuring that the curriculum area provides a range of teaching which complements the school's strategic objectives.</li><li>Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.</li></ul> | <ul style="list-style-type: none"><li>Appropriateness and relevance of curriculum.</li><li>Formal and informal quality assurance of planning, teaching and assessment.</li><li>Student outcomes.</li></ul> |
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## PROFESSIONAL AND PERSONAL DEVELOPMENT

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| <ul style="list-style-type: none"><li>Ensure continual development through the identification and implementation of your own Personal Development Plan</li><li>Take part in the school's staff development programme by participating in arrangements for further training and professional development, including, but not limited to, Nord Anglia University.</li><li>Continue own professional development in the relevant areas including subject knowledge, teaching methods and curriculum-based training provided by examination boards.</li><li>Engage actively in the performance management review process.</li><li>Help to implement school quality procedures and to adhere to those.</li><li>Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.</li></ul> | <ul style="list-style-type: none"><li>Improved performance</li><li>Performance appraisal</li><li>Personal Development Plan</li></ul> |
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## OTHER

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| <ul style="list-style-type: none"><li>Qualified teacher with experience teaching in an international environment</li><li>Hold a current Enhanced Criminal Records Bureau Disclosure for all countries lived in</li><li>Compliance with visa requirements for working in the United States.</li><li>A commitment to safeguarding and promoting the welfare of all pupils, and a willingness to undertake appropriate child protection training when required.</li></ul> |  |
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## PERSONAL SPECIFICATION

### Qualifications/Training

- A relevant degree (or equivalent) or higher
- Qualified Teacher Status (or equivalent)
- Post graduate qualification

Essential  
Essential  
Desirable

### Experience / Knowledge

- At least three years post-qualification teaching experience
- Experience of international education
- Experience of teaching a second subject
- Ability to teach Psychology to a wide range of ages/abilities
- Knowledge of recent developments in secondary education

Essential  
Desirable  
Desirable  
Essential  
Essential

### Skills

- The ability to work with other subject areas to “blend” student learning
- The ability to facilitate learning in children of all ages
- The ability to work with students, colleagues and parents with a high degree of professionalism
- Commitment to contributing to the wider life of the school community

Essential  
Essential  
Essential  
Essential

## PERSONAL ATTRIBUTES

As our teammate, here's what we expect:

- High levels of personal integrity
- Conscientious and able to focus on completing work to a consistently high standard
- Flexible and positive approach to work
- Excellent organisational and time-management skills; high attention to detail
- Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved
- Adaptable to working in a fast-paced, ever-changing environment
- Ability to work under pressure and remain calm
- Proactive and willingness to take on multiple tasks
- Self-motivated and enthusiastic
- Ability to work independently
- Must be a team player, willing to help and be flexible
- Continually strive for improvement
- A good sense of humour.

We're [Nord Anglia Education](#), the world's largest premium international schools organisation. Every day, our teachers and support colleagues help our thousands of students achieve more than they ever imagined possible.

A transformational education at one of our schools is focussed on excellent academic outcomes, creativity, wellbeing, and international connectedness. Our innovative use of educational technology also creates a personalised, 21st century learning experience for all students, while our global scale means we can recruit and retain the world's best teachers and offer unforgettable events and expeditions.

Our people are empowered to make a difference in their fields of expertise. Our fast pace of growth requires evolution and change from everyone, giving you the chance to define the role you do in the future. This challenges the learning agility of our employees and ensures every day brings interesting new experiences.

Founded in 1972 in the United Kingdom, our first international school opened in 1992 in Warsaw, followed by rapid growth across the world since the 2000s.

When you join our team, you'll become part of a global family of experts working for a fast-growing premium international brand.