

Job title: Founding PYP teacher

September 2021

Mission:

To ensure, under the guidance of, and in collaboration with the PYP Coordinator, an inquiry-based learning experience for our 3–12-year-old students.

Prioritise the establishment of specific goals and guidelines which enable each child to be successful, along with fostering a global perspective, founded on an appreciation of multiculturalism and diversity.

The Founding PYP teacher will support the following Cognita Strategic Priorities:

1. *Improve Education by living and breathing the Cognita Way.*
2. *Be distinctive so parents and students choose and stay at our schools.*
3. *Invest in our people and be a great place to work.*
4. *Grow Cognita to create an exciting future.*
5. *Actively manage our finances to fund school investments.*

Safeguarding Responsibilities:

- To comply with safeguarding policies, procedures, and code of conduct.
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing.
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy.
- To engage in safeguarding training when required.

KPIs	Values	Functions	Skills
<ul style="list-style-type: none"> • Assessment of quality of classes delivered • School staff teaching • Competence standards and skills improved, self-reflection and analysis tools. • Increase in presence and participation of the school as a reference in the educational sector. • Stakeholder engagement and satisfaction: VOP, VOE, VOS • Contribute to the life of the school through effective participation in meetings, organisational needs and management systems necessary to co-ordinate the management of the school • Ensure own professional development • Education: quality of education, academic outcomes, personal 	<p>Integrity: Keeping transparency in mind at all stages</p> <p>Innovation: proposal of added value processes</p> <p>Collaboration: Working towards a common goal (teamwork)</p> <p>Pursuit of Excellence: Driven to grow and do things even better</p> <p>Accountability: Actions and decisions are taken to achieve the required results</p> <p>Approachable: to children, parents and staff</p>	<ul style="list-style-type: none"> • Establish an inspiring, safe and orderly environment, as well as ensuring mechanisms to nurture free flow in lessons. • Take responsibility for all students' learning. • Be available for parents and meetings according to school policies. • Facilitates home-school communication, using appropriate school platforms. • Use a range and balance of assessment strategies, ensuring that learners understand how they are being assessed, and including the involvement of students in shared reflection during and at the end of each unit, enable them to see assessment as a means of describing their learning and identifying areas to continue improving during and after the unit (i.e. promotion of lifelong learning). • Use effective communication to report students' learning and progress to parents, along with keep accurately records for use by future teachers. • Use data to organize, plan and set goals and throughout the year to evaluate progress. • Maintains confidentiality of students and their records. • Work collaboratively with all school personnel to create a professional learning community, showing open-mindedness and empathy. • Be prepared and willing to work in a system of associate teaching, in which the maximum priority is to raise the standards of academic achievement of all pupils in an empowering learning environment. • Promote well-being and positive relationships, among children, staff and with parents. • Attend and participate in staff meetings and other assigned meetings and activities according to school policy, and as included in the staff calendar. • Assign meaningful tasks and homework to match individual needs as appropriate. • To ensure the Behaviour Management and monitor pupil's attendance so that effective learning can take place. • Ensure planning is up to date and detailed fully understandable in case of substitution. • To act as a role model and facilitator for the teachers of 3- to 12-year-olds, supporting the creation of the Units of Inquiry, lesson plans and the delivery of the IB-PYP programme in the near future. <p>Other specific duties:</p> <ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission, ethos and policies and to encourage and ensure pupils to follow this example. • To comply with the school's Safeguarding and Health and Safety policies, along with undertaking risk assessments as appropriate. 	<ul style="list-style-type: none"> • Inspirational teacher: enjoy empowering others and nurturing talent • Have a professional work ethic • Exemplary in using skills and instructional strategies for educational purposes • Excellent communicator • Team working skills, ability to work with different skilled profiles • Flexible, friendly and cooperative • Self-starter, able to work independently and work effectively with others • To have excellent classroom management skills and to be able to follow the school's disciplinary code • An ability to understand and attune ideas to the school's structure and culture

Signed: Name (Print): Date:

development of students as against the IB ATL skills.		<ul style="list-style-type: none"> Assumes responsibility for supervising and attending students in out of class settings as well as during playtime, lunchtime duties and helping the entrance/exit of school helping to keep order and calling children. Take on any additional responsibilities that might from time to time be determined. 	
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Profile:

ESSENTIAL

Qualifications: An honours degree and an internationally recognised teaching qualification.

Knowledge/Experience:

- At least 2- or 3-years' experience of teaching EAL and/or of teaching in an international school across the 3 to 12 spectrum.
- Able to offer an additional area of expertise including, but not limited to, Outdoor Learning, Forest School, Music, Drama, Dance or Art.
- Team players who are committed to collaborative working and planning (associate teacher model).

DESIRABLE

- IB-PYP experience OR being willing to immerse in the IB-PYP approach.
- Ability to converse in Spanish OR willingness to learn.
- IB accredited training in the last two years AND a proven track of record of continual self-development and professional training.

Relationships:

- INTERNAL: PYP Coordinator, teaching and support staff, parents and students.
- EXTERNAL: IB bodies and other educational suppliers.

Hierarchical dependency: PYP Coordinator

- ✓ **Safeguarding** Cognita schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed.
- ✓ **Diversity** Cognita's success depends on our people. With 80+ schools in eleven countries and our employees representing over 40 nationalities, the scope of our difference is a source of pride. We believe this diversity positively promotes global citizenship and reflects the value of contribution irrespective of one's personal characteristics and/or background.
- ✓ **Equal opportunities:** Cognita is committed to preserving and promoting equality of opportunity in all aspects of the conduct of its business. No member of staff or any applicant for employment with Cognita will be discriminated against, harassed, or victimised because of their personal characteristics. Cognita expects all staff to comply with the letter and the spirit of its policy.

Signed: Name (Print): Date: