

Job Description for a DSB Secondary teacher

Nature of the role: The **DSB Secondary Teacher** is responsible for the delivery of the curriculum within their respective subject areas

Role and Responsibilities of the DSB Secondary Teacher:

Line manager Learning Leader

All employees at DSB International School are expected to promote and model the values inherent in the school mission to inspire and empower our students to think creatively and critically, pursue lifelong learning, and contribute positively to the global community.

Teachers in the secondary section should:

1. meet, to a high standard, the expectation as listed in the job description;
2. teach lessons as assigned (a full time load constitutes 28 teaching periods or equivalent per week);
3. complete activities associated with the lessons assigned to be taught (*planning, preparation, documentation, online learning, attending day-time/evening staff meetings or parent information sessions as appropriate, PD, etc.*),
4. complete activities associated with the students you teach (*health and safety & wellbeing, assessment, recording, reporting, responding to student support team requests, attending day time/evening staff meetings or parent meetings/sessions as appropriate, contacting parents, documenting learning, ensuring for student safety and well-being/safeguarding etc.*),
5. support students directly as needed (*e.g. helping students after school who are struggling with a particular concept or task and come for help*),
6. fulfil a reasonable share of co-curricular activities according to the prevailing co-curricular model (includes at least one non-remunerated co-curricular activity per contract year),
7. contribute to the wider development of the school in some way (*serve on an SDP committee or team, engage in an action-research project of benefit to self and others, participate in a group/professional learning community, etc.*),
8. participate actively in the school's performance appraisal process, and committing to ongoing development as a professional educator,
9. be either a form tutor or a personal tutor as arranged with the Head of Secondary
10. fulfil a reasonable share of supervision duties according to the prevailing duty roster

** note: in the case that a teacher's workload exceeds/falls short of the stipulation in point 2 above, this will be compensated for in other areas listed in article 1 to achieve a balanced expectation overall*

Standards and expectations

Teaching and Learning

Teachers should:

Provide a safe and positive environment for students to work in.

Ensure that planning is done thoroughly and curricular planning is made available to colleagues and SLT. Planning for which evidence should be provided comprises:

Medium term: unit planning;

Long term: curriculum mapping.

Deliver content in line with the curriculum requirements and the pedagogical expectations of the school as outlined by the IB approaches to teaching and the DSB Teacher Profile

Support students in developing skills and not just learn content. These include those of the IB Learner Profile, The DSB Child and others as identified through the school development plan.

Collaborate with colleagues towards the development of cross-curricular units. Collaboration includes:

Horizontal collaboration: within the same year group, with teachers of different subjects;

Vertical collaboration: across year groups (with teachers of the same subjects and different subjects).

Plan meaningful curricular links for Project Week trips

Promote the use of Information and Communication Technologies within classes.
Provide opportunities for all students to work at their own level and pace and ensure the needs of all learners are met.
Ensure there are clear challenging targets to which students learning is focused.
Ensure that the needs of students with English as an Additional Language (EAL) are provided for.
Provide students with meaningful home-learning opportunities.
Be familiar with the contents of students' IEPs (Individual Educational Plans) and ensure that the strategies outlined in IEPs are being carried out.
Contribute to the writing of IEPs for students with Additional Learning Needs.

Assessment:

Provide students with regular and meaningful opportunities for formative and summative assessments aligned to the curricular learning objectives..
Mark student work within a reasonable timeframe.
Provide students with meaningful feedback, including suggestions for improvement.
Support students in setting their own goals.
Moderate coursework and IA work, both internally and with teachers from other schools.

Communication:

Respond to emails from colleagues/parents within a reasonable time frame.
Attend and prepare for 2 Parent Teacher Meeting days each year.
Meet or communicate by email with parents, as and when required (when asked by the Line Manager).
Write reports twice a year, in December and June.

Administration:

Be familiar with and effectively use the school management system (Engage), as well as other school platforms such as Google Classroom.
Make effective use of school platforms to communicate homework/course material/ with students.
Keep a record of grades on Engage , available to students and parents.
Communicate with the admin staff regarding the ordering of resources (providing it has been approved by the Line Manager).

Additional responsibilities:

Attend Professional Development workshops, courses and conferences, depending on availability and strategic need for the school.
Provide cover when other teachers are absent (shared with all members of staff).
Invigilate internal exams (mock and end of semester exams) as well as board exams (IB and IGCSE). These are shared between all members of staff.
Be familiar with the rules and regulations for exam invigilation, as outlined by the IB and CIE Programme Coordinators.
Ensure a good understanding of Child Protection processes and report concern to the Safeguarding lead.
Attend and take active part in STAR Reading (Students, Teachers All Read).
Offer at least 2 Extra-Curricular Activities over a period of 1 year(paid extra).
Attend primary/secondary/full staff meetings.
Attend departmental meetings.
Attend other meetings, as and when required (within reason).
Endeavour to network with teachers from other school.
Share resources/good practice with colleagues.
Carry out peer observations to provide support and meaningful feedback to colleagues.
Endeavour to organise excursions and day trips when meaningful opportunities arise.
Carry out risk assessments before excursions.
Attend secondary assemblies.

- Upon leaving the school, ensure that records of content covered/assessments done are available to the next teacher to ensure a smooth transition.
- Write recommendation letters for students as and when required.

The attributes of a DSB teacher:

To develop our desired learner profile the community has a shared understanding of the the desirable attributes of our teachers, reflected in our teacher profile. These are:

- Motivated
- Collaborative
- Reflective
- Respectful
- Creative
- Independent
- Flexible
- Communciative
- Authentic
- Knowledgeable
- Skilled
- Confident
- Positive
- Internationally minded.