



JOB DESCRIPTION

1. Job Information

Job Title:	Lower School Class Teacher
Responsible for and Work Location(s):	AISL Harrow LiDe School Chongqing
Department:	Lower School
Section:	-
Grade:	C
Reporting to:	Head of Lower School
Dotted Line to:	-
Line Managing:	-
Relationships	<ol style="list-style-type: none"> 1. Parents 2. Students 3. Head of Lower School and wider academic team 4. Bilingual Classroom Practitioner (co-teacher)

2. Job Purpose

- Responsible for fostering positive self-esteem and supportive relationships for all pupils, founded upon respect and mutual trust.
- Responsible for maximizing the academic progress of the pupils they teach by delivering the very highest standards of teaching and learning.
- Promote a positive, purposeful and professional working atmosphere that encourages cooperation and challenge whilst valuing the contribution that individuals make to the success of the school.
- Promote equality of opportunity for all regardless of race, religion or gender and encourage excellence, resourcefulness and perseverance
- Empower, inspire, and care for pupils thereby enabling them to achieve their very best as independent and accomplished learners who develop lifelong values, passions and competencies.

3. Responsibilities and Competencies

Responsibilities

- Responsible for setting high standards of teaching and learning within the classroom, including:*
- Manage curriculum delivery and associated resources in a manner that challenges and interests pupils, is appropriate to their needs and skill-levels, and in a manner consistent with school and subject policies and procedures.
 - Foster, by example, a spirit of enquiry and culture of excellence in learning.
 - Maintain an on-going formative assessment programme related to the curriculum and associated learning objectives.
 - Maintain consistency with internal assessment schedules and moderation procedures.
 - Maintain legible, accurate and comprehensive records of formative and summative assessment results.
 - Contribute to written reports on pupil performance for internal and external use as required and participating in parent/teacher meetings to discuss pupil progress and targets.

- Make effective use of a range of IT to support Teaching & Learning.
- Undertake form tutor work.
- Contribute to the School's marketing and events programme as required.

Contribute to the development of teaching and learning in the relevant year group and across the School where necessary, including:

- Under the Phase Leader, planning, preparing and reviewing the curriculum as part of the year group team.
- Keep up-to-date with subject developments outside the School and bringing them to the attention of colleagues.
- Support trips, visits and themed events or special events
- Support and contribute to the school's strategic development plan and the achievement of the priorities therein.

Offer an effective contribution to pastoral care in the School, including:

- Place high importance on pupil wellbeing and development.
- Communicate and consult with parents on any issues relating to the wellbeing and development of pupils.
- Ensure effective and frequent communications with parents with parents using the established platforms.
- Participate in the maintenance of high standards of behaviour of pupils and expectations in the classroom and around the School.
- Follow School policies with regard to the health and safety of pupils both on and off the School premises.
- Supervise pupils during non-curriculum time as determined by the duty rota.
- Implement safeguarding procedures at the School.

Offer an effective contribution to the Extra-curricular programme:

- Participate in the School's extra-curricular programme in one or more activities, including:
 - Lead a extra curricular activity.
 - Contribute to the School's co-curricular programme.

Whilst every effort has been made to set out the main duties and responsibilities of the post, every individual task to be undertaken by the post holder cannot be exhaustively identified in this job description. The post holder agrees to undertake such other tasks, duties or projects as the line manager may reasonably assign, whether or not such tasks are specified in this job description, provided that they are consistent with the post holder's skills, qualifications, and position within the School. This job description may be amended from time to time in response to the operational needs of the School and/or as agreed between the line manager and the post holder. This job description will be reviewed annually.

Competencies

Leading Culture	Building a Culture of Excellence	Contributes positively to a culture of excellence.
	Cultural Awareness and Engagement	Recognises and respects cultural differences, integrates cultural awareness into daily operations, and develops personal and organisational cultural competencies to foster inclusive interactions.
	Embracing Values and Ethical Conduct	Exemplifies high personal performance, morals, ethics, and integrity while actively demonstrating and embracing AISL and Harrow Values in their role.
Leading Organisational Success	Strategic Planning and Execution	Shows dedication to the school and group vision while translating it into personal practice and leadership, though occasionally lacks clarity in future vision, tends to focus on immediate operational matters over long-term strategy, yet actively challenges norms and contributes innovatively to shared goals.

	Performance Optimisation	Dedicated to ongoing professional growth, challenges current norms, sets expectations and goals for self and others, uses metrics for performance improvement, acts on feedback, demonstrates self-awareness of strengths and development areas, while continuing to develop awareness of their impact on others.
	Financial and Operational Management	Basic financial acumen aiding in cost data provision for budgeting and tracking, contributing to viable financial plans and cost-efficiency suggestions, complemented by a commitment to maintaining high health and safety standards and managing facilities within their purview.
	Creativity and Innovation	Propels self-improvement in their domain with a growth mindset, while demonstrating proactive and creative problem-solving skills to address recurring issues in current practices and processes.
	Decision Making	Shows a profound grasp of team objectives, providing timely feedback in decision-making, proactively assessing practices for ongoing enhancement, displaying initiative, prompt responses, independent problem-solving, judicious issue escalation, and bold advocacy for decisions and actions.
Leading People	Influential Communication	Demonstrates clear, concise communication, attentive listening, question clarity, audience-adaptive style, positive impression, and effective idea advocacy through highlighting benefits when engaging with others.
	Self-Management and Team Leadership	Demonstrates a dedication to development, offering training opportunities, potential for enhanced coaching/mentoring, and long-term planning, occasionally favoring immediate tasks over development, setting clear objectives, reviewing consistently, potentially avoiding underperformance discussions, fostering stakeholder relations including parents, considering diverse perspectives while facing conflict management challenges, and enhancing understanding and application of pertinent HR policies and procedures.
	Empowerment and Collaboration	Promotes collaborative teamwork towards shared goals, encourages knowledge sharing and learning initiatives, while also supporting task ownership and providing necessary support and training to team members.
	Resilience	Balances role demands while grappling with doubts about mistakes and success, yet remains consistently positive and resilient in the face of adversity and uncertainty.

4. Required Qualifications and Experience	
Education	<ul style="list-style-type: none"> Bachelor's Degree or above in any field.
Qualifications	<ul style="list-style-type: none"> A UK PGCE, or other recognised teaching qualification that permits QTS, from an accredited institution. Acceptable personal and professional background checks with the ability to be allocated unsupervised access to children (as reported via an International Child Protection Certificate background check and/or appropriate police and other checks from relevant countries of present and previous residence/work).
Knowledge	<ul style="list-style-type: none"> A strong understanding of effective classroom pedagogical practice within a primary level setting. Understanding of EAL pedagogical practices, and phonics Familiarity with the National Curriculum of England.
Experience	<ul style="list-style-type: none"> A minimum of two years of experience as a classroom practitioner.

<p>Personal qualities</p>	<ul style="list-style-type: none"> • Respect for all members of a school community, irrespective of position, gender, age and ethnic background • Passionate about teaching and a strong commitment to holistic education • The ability to inspire pupils through a genuine passion for learning and a desire to lead them towards outstanding academic outcomes. • Organised, reliable, positive, team player, adaptable, flexible and culturally sensitive to the demands of international education. • A positive and solution-focused attitude to working life. • Highly motivated, ambitious and collaborative • Committed to professional development, and safeguarding children. • Demonstrates empathy, humility and genuinely care about children, taking the time to listen and motivate them. • Aligns with our values and school culture.
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AISL Education Group is committed to the safety and protection of children. All employees are expected to comply with our School Child Protection and Safeguarding Policy.