

Role Title

Secondary Teacher

Role Information

Role Type	Pay Band	Location	Duration	Reports to:
Secondary Teacher	Local Teacher Scale	British Council School Madrid	As per Contract	Head of Section, Section SMTs Family Leaders, Teaching & Learning Leaders and Assistant Teaching & Learning Leaders

Role purpose

To teach students in Key Stage 3, 4 (English National Curriculum) and Key Stage 5 (Bilingual Baccalaureate - BiBac®) as a member of our team ensuring the highest standards of teaching & learning and pastoral care for our students, supporting them to reach their academic potential and in their development as global citizens.

To develop the subject area beyond the academic curriculum looking for ways to provide students with practical experiences in the subject.

To act as form tutor to a group of students communicating with students, parents and subject teachers to ensure high levels of pastoral care and academic support are provided.

To support the school in maintaining its Outstanding British Schools Overseas (BSO) status in all areas of BSO

About us

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

We work with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

The British Council believes that all children have potential and that every child matters - everywhere in the world. The British Council affirms the position that all children have the right to be protected from all forms of abuse as set out in article 19, UNCRC, 1989.

School:

*2015 and 2018 - British Schools Overseas Inspection Report – **Outstanding in all areas***

We are a British 2-18 private coeducational school with approximately 2000 students on roll. Annual cohorts of over 130 students achieve outstanding success at IGCSE/ International GCSE in year 11. Students achieve similarly outstanding successes at sixth form through the Bilingual Baccalaureate

(BiBac®), which is taught through Spanish and English, and then go on to study at the leading Universities in Spain, UK or USA.

There are over 900 students in the Secondary Section of the School. Students follow the English National Curriculum until 16 and then do the IGCSE/ International GCSE examinations. The majority of students achieve 9 IGCSEs with A* - C/ 9-4. Students also do Spanish Language and Literature and Spanish Culture following the Spanish Ministry of Education guidelines.

In the Sixth form, students follow the BiBac®- Bilingual Baccalaureate (Spanish National Baccalaureate curriculum) either in Spanish or in English. Students can choose from 3 types of Baccalaureate: Social Sciences, Technological Sciences and Health Sciences and there are a wide range of subjects on offer. Students can choose to take a number of subjects through English or Spanish as the Baccalaureate offered is Bilingual (BiBac®). This allows students to continue to develop their knowledge through English and offers them an opportunity to study some very advanced technical language therefore developing the depth of their English knowledge. Subjects currently offered to students in English are: Art, Economics, History, Philosophy, Physical Education, Science – Physics, Chemistry, Biology, Scientific Culture and Technical Drawing. All students take the Spanish University Entrance Examination (EvAU) at the end of their 2 year programme.

Students achieve the highest levels of English as Second Language achieving C2 of the Common European Framework of Reference. (Students already hold very high grades in the IGCSE English as a First Language qualification). All students leave school speaking 3 languages fluently: English, Spanish and French and some study German as a fourth language or Chinese as a fifth language.

We work hard to develop the student as a whole person and for this reason offer them many opportunities to develop their creative skills in art, dance, drama, music and sport and challenge them to perform in front of live audiences.

The values of caring for others, rising to challenges, loyalty, flexibility and resilience are developed through our pastoral care Family system, where all students not only belong to a tutor group and a year group but work within a Family group, which will give them the chance to work with other students from different year groups and of different ages.

Students can be unique if they have had the opportunity to live through unique experiences, and students are offered opportunities to experience these through projects such as Workshadowing, the Rumania project, and BLOOR, the school's foundation. All students follow a Community Service programme in Year 12 which involves working on Community Projects.

British Council policies, standards and regulations apply to all aspects of this job. Particularly relevant are: Code of Conduct, Teachers' Standards, Corporate IT standards, Child Protection Policy, Equality, Diversity & Inclusion Policy and Health and Safety policies.

Geopolitical/SBU/Function overview:

The British Council School is in the English & Exams Strategic Business Unit- (SBU)

Main opportunities/challenges for this role:

- To work with highly motivated students, most of whom have been with us since they were 2 years old, and to support them in achieving and defining their goals
- To work in a team where English and Spanish speaking teachers support students in a bilingual and bicultural environment
- To participate in the wider activity of the School, including volunteer work
- To contribute to sustain the **Outstanding in all areas** grading in the BSO Inspection Report in future inspections

Main Accountabilities:

- **Set high expectations 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.
- **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.
- **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
- **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).
- **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.
- **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.
 - **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 classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
 - **Fulfil 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.

(Source Teachers' standards DfE)

- To take part in any other duties contemplated in the National Private Schools Collective Agreement as assigned by the line manager.

▪ Key Relationships:

Internal

Students

Family Leaders

Teaching & Learning Leaders and Assistant Teaching & Learning Leaders

Tutors

SMT

Administrative staff

Parents

External

Suppliers such as bus company, catering and cleaning company and security company

External visit personnel

Sports club

External contacts, such as local educational organisations and authorities, local sporting facilities, voluntary organisations, companies offering workshadowing facilities, theatres and musical facilities.

Role Requirements:

Threshold requirements:		Assessment stage
Passport requirements/ Right to work in country	Applicants must be EU nationals or have the right to work in Spain	Shortlisting
Direct contact or managing staff working with children?	Yes	Interview and other documents specified in Child Protection Policy
Safeguarding Requirements	The successful candidate will be required to undergo a DBS check or equivalent, AND the Spanish national <i>Certificado de Delitos de Naturaleza Sexual</i> , unless this is up to date.	
Other	There are occasional trips and performances locally and members of staff are required to accompany students. Overseas travel sometimes takes place and staff may be asked to accompany groups. Due to the nature of your role, you may be required to work outside school hours during events and performances.	

Person Specification:**Language requirements:**

<i>Essential</i>	<i>Desirable*</i>	Assessment stage
English to the level of, or a level comparable to, first language English communicator	Basic Spanish User	Shortlisting and Interview. For non-first language English communicators, you must please attach to your CV/ Application Form any recent Certificates demonstrating: - C2 CEFR level in

		<p>official English Language Test.</p> <p>- C2 CEFR level in the Spoken component of official English Language Test.</p> <p>A Language test may be required.</p>
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Qualifications:

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment Stage</i>
<p>Qualified Teacher Status or equivalent</p> <p>A good Bachelor's Degree or Postgraduate in the subject applied for</p>		<p>Short listing (include in Application Form date, place of qualification and Teacher Reference Number, if issued). You will be asked to provide original copies of your degree and PGCE if shortlisted.</p>

Role Specific Knowledge & Experience:

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment Stage</i>
<p>A minimum of 2 years recent and relevant teaching experience within the last 3 years in the subject applied for in a UK, International or Bilingual School following the UK National Curriculum.</p>	<p>EFL/ESL teaching experience with children.</p>	<p>Shortlisting</p>
<p>Experience teaching to Sixth form level with high academic success</p>	<p>A willingness to develop skill and experience delivering University Aptitude Test preparation for UK and US.</p>	<p>Shortlisting</p>

Role Specific Skills:

<i>Essential</i>	<i>Desirable*</i>	<i>Assessment Stage</i>
<p>Classroom Management: Is able to engage all students throughout the lesson.</p> <p>Is able to effectively differentiate the learning of individuals, groups within the whole class setting.</p> <p>Manages learner behaviour by establishing and maintaining a clear positive behaviour framework in the classroom.</p>	<p>In accordance with UK best practices</p>	<p>All Role Specific skills may be used in Shortlisting and/or Interview, and should be evidenced in Application Form</p>

Promotes critical thinking skills through the use of a range of strategies including effective questioning.

Lesson Planning and Assessment: All lessons are purposeful with clear learning outcomes.

Demonstrates a clear understanding of assessment principles and is able to plan and incorporate effective assessment procedures to inform future planning.

Is able to embed the effective use of ICT in lesson planning.

Subject Knowledge and delivery:

Demonstrates excellent subject knowledge and can communicate this effectively.

Is able to share knowledge and expertise with others.

Is an excellent classroom practitioner.

Understanding Your Learners: Is able to identify individual learning needs and implement appropriate strategies.

Is able to both support lower ability children and challenge higher ability children.

Has knowledge and understanding of equality, diversity and inclusion in teaching.

Learning Technologies: Consistently demonstrates a high level of skill in using the IWB appropriately in the classroom.

Is able to integrate technologies into daily classroom delivery.

Encourage students to use ICT independently.

Uses the School Intranet to provide resources for students to use at home and to share resources with other staff.

British Council Core Skills:	
<p>Communicating and Influencing Level 2 Relates communications to circumstances: Displays good listening, writing and speaking skills, setting out logical arguments clearly and adapting language and form of communication to meet the needs of different people/audiences.</p>	<p>Assessment stage</p> <p>Shortlisting and Interview</p>
<p>Planning and Organising Level 2 Plans ahead: Able to organise own work over weeks and months, or to plan ahead for others, taking account of priorities and the impact on other people.</p>	<p>Shortlisting and Interview</p>
<p>Analysing Data and Problems Level 2 Uses data: Able to review available data and identify cause and effect, and then to choose the right solution from a range of known alternatives</p>	<p>Shortlisting and Interview</p>
British Council Behaviours	
<p>Making it happen (Essential): Delivering clear results for the British Council.</p> <p>Being accountable (Essential): Delivering my best work in order to meet my commitments</p> <p>Working Together (Essential): Establishing a genuinely common goal with others.</p> <p>Other behaviours (Not used in Recruitment & Selection):</p> <p>Creating Shared Purpose (Essential): Communicating an engaging picture how we can work together.</p> <p>Connecting with Others (Essential): Making regular opportunities to understand others better.</p> <p>Shaping the Future (Essential): Looking for ways in which we can do things better</p>	<p>Assessment Stage</p> <p>BC Behaviours will be assessed in Interview stage only (not to be completed on Application Form)</p> <p>Not used in Recruitment & Selection</p> <p>Not used in Recruitment & Selection</p> <p>Not used in Recruitment & Selection</p>
Prepared by:	Date:
Borja Roca [HR Manager]	08/02/2019

** Should more than 5 candidates apply for this post, Desirable behaviours, skills and knowledge, experience and qualifications will be used for shortlisting*