

## NORTH LONDON COLLEGIATE SCHOOL DUBAI

### JOB SPECIFICATIONS

The successful candidate will have an international outlook and an appreciation of the richness that a diversity of cultures brings to a school. He/She will have considerable experience in teaching all age groups, with a demonstrable passion for his/her subject and a commitment to the development of Art, Design and Technology more broadly. He/she will be educated to degree level or above and may also have other relevant professional

Previous experience of the IB Middle Years and/or the IB Diploma are an advantage; of prime importance is an ability to motivate and inspire students and lead staff in order to ensure that academic provision is consistently of the highest standard.

All members of staff are expected to be involved in pastoral care within the School community, usually in the role of form tutor or co-tutor, and to contribute to the extra-curricular life of the School.

Position/Job Title:	Teacher of Art & Design
Classification:	Senior School
Reporting to:	Head of Arts
Professional qualifications:	<ul style="list-style-type: none"> <li>• Teaching qualification</li> <li>• Bachelor's Degree</li> <li>• Recent participation in continuing professional development</li> </ul>
Professional experience:	<ul style="list-style-type: none"> <li>• Experience of implementing a range of pedagogical techniques, with a track record of innovation in teaching and learning</li> <li>• Proven experience and depth as a teacher of design, preferably with experience of IB MYP design.</li> <li>• Ability to design learning experiences that incorporate digital tools and resources to promote student learning</li> <li>• Proven experience and depth of technical ICT knowledge including an expertise in the use of a range of software and hardware including Windows and Apple systems</li> <li>• Proficient and experienced at teaching, ideally with experience of the IB Diploma and/or MYP, with an outstanding track record of examination success</li> <li>• Recent experience of managing students from a variety of cultures</li> <li>• Experienced teaching to sixth form level</li> <li>• Experience of developing a broad, balanced and academically ambitious curriculum</li> <li>• A good knowledge of curriculum initiatives</li> <li>• The successful candidate will have a strong classroom presence and be able to model excellence in the classroom</li> </ul>
Personal qualities and skills:	<ul style="list-style-type: none"> <li>• Commitment to high standards and inclusive education</li> <li>• Ability to inspire colleagues and pupils</li> <li>• Commitment to issues of equity and working with culturally diverse families</li> <li>• Commitment to raising the achievement and standards of pupils</li> <li>• A good team player</li> <li>• Able to work positively and effectively with students and parents, outside agencies and colleagues</li> </ul>

	<ul style="list-style-type: none"> <li>• Exemplary communication skills in English, both verbal and written</li> <li>• Flexible, inclusive and pragmatic style</li> <li>• High level interpersonal skills</li> <li>• Confident and articulate in communicating with others</li> <li>• Possess good organisational skills, manage time efficiently</li> <li>• Ability to show good cultural understanding and differentiation between students from various backgrounds and ability</li> <li>• Offer substantial commitment to extra-curricular activities</li> <li>• Knowledge of additional languages would be an advantage</li> </ul>
Duties & responsibilities:	<p><b>Accountability and Pastoral Responsibilities</b></p> <p>Safeguarding and promoting the welfare of students by:</p> <ul style="list-style-type: none"> <li>• Incorporating the school's ethos and values into normal working practice and to be a positive role model to others.</li> <li>• Possessing a sound knowledge and understanding of and upholding safeguarding procedures and strategies, ensuring that all children in your care or who you come into contact with are safeguarded and appropriately supervised at all times.</li> <li>• Adhering to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies.</li> <li>• Being alert to, and reporting appropriately, any behaviour that may indicate that a student is at risk of harm.</li> <li>• Ensuring the health and safety of students and support staff is maintained during all activities, both inside and outside the classroom / school.</li> <li>• Treating all members of the school community, including students, parents, colleagues and visitors with consideration and respect.</li> <li>• Demonstrating a clear understanding of and commitment to non-discriminatory practice.</li> </ul> <p><b>Planning, Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Planning in a collegial and professional manner with colleagues, showing respect, being prepared and adhering to the school wide meeting norms and team's essential agreements at all times.</li> <li>• Collaborating with the Head of Art and colleagues to share new ideas, approaches and professional knowledge.</li> <li>• Utilising the PYP, MYP, and IB frameworks to collaboratively design a Program of Inquiry across all grades.</li> <li>• Planning which emphasises connections among curriculum areas and explicitly focuses on trans-disciplinary skills and the essential elements of PYP, MYP, and IB.</li> <li>• Using structured inquiry-based learning models to deliver high quality lessons and student-centred learning activities, that meet student's individual learning needs and to ensure student's progression.</li> <li>• Using assessment to drive the planning process</li> <li>• Being a facilitator in the classroom and taking an interactive role with students.</li> <li>• Viewing students as thinkers with their own emerging theories.</li> </ul>

	<ul style="list-style-type: none"> <li>• Employing a range and balance of appropriate classroom management strategies, teaching methods and resources to enhance the learning experience for all students.</li> <li>• Flexible grouping strategies using a variety of different learning situations, including whole class, small group, partner work and individual work; at desks, on the floor, outdoors, etc.</li> <li>• Using learning technologies to enhance learning across all curriculum areas.</li> <li>• Differentiating and extending work, as appropriate, in all curriculum areas, working closely with the Learning Support department as required.</li> <li>• Involving students in shared reflection during, and at the end of, each unit, on a consistent basis.</li> <li>• Evaluating the program collaboratively with teaching partners, and parents and students as appropriate.</li> <li>• Ensure that all classroom and teaching practice is in accordance with NLCS Dubai school policy and procedure.</li> </ul> <p><b>Monitoring, Assessment, Recording, Reporting</b></p> <ul style="list-style-type: none"> <li>• Using assessment information about prior attainment to set high expectations, which inspire, motivate and challenge students.</li> <li>• Making effective use of formative and summative assessment to plan challenging learning opportunities for all students.</li> <li>• Monitoring students' learning (employing teacher, self and peer assessment) to ensure they remain on track to achieve challenging targets.</li> <li>• Use performance data to evaluate students' progress, engage students in their own learning through meaningful feedback and set appropriate targets for personal and student improvement.</li> <li>• Report individual student's progress to parents and school personnel through written reports and formal and informal conferences.</li> <li>• Be punctual in meeting all deadlines.</li> <li>• Contribute to curriculum reviews and improvement planning which supports school development and enhances student learning.</li> </ul> <p><b>Classroom management</b></p> <ul style="list-style-type: none"> <li>• Promote and celebrate the attributes of the IB Learner Profile.</li> <li>• Maintaining a well-organised and stimulating learning environment, which promotes effective teaching and learning and of which students can feel ownership.</li> <li>• Maintaining a stimulating and meaningful display of children's work, ensuring that it is regularly updated and relevant to topics being taught.</li> <li>• Establishing a purposeful and safe learning environment.</li> <li>• Maintaining a well-managed classroom with a good work ethos and good working relationships.</li> <li>• Creating a culture of achievement where pupils wish to do their best and are rewarded for doing so.</li> <li>• Managing behaviour effectively to ensure a good and safe learning environment</li> </ul>
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	<ul style="list-style-type: none"> <li>Unsatisfactory behaviour is handled effectively as per school policy and procedures.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Demonstrating consistently high standards of personal and professional conduct.</li> <li>Contributing positively to the morale and community spirit in the school.</li> <li>Meeting with the Head of Art and colleagues as necessary to discuss individual students and their progress.</li> <li>Communicating accurately, regularly and meaningfully with families of students under the duty of care.</li> <li>Be proactive in communicating with parents regarding both pastoral and academic issues.</li> <li>Reporting IEPs to parents, as directed.</li> <li>Attending parents' consultations or meetings throughout the year as required.</li> <li>Taking registration, in accordance with whole school policy.</li> <li>Maintaining up-to-date subject knowledge.</li> <li>Self-evaluating and reviewing teaching methods, materials and scope and sequence.</li> <li>Participating in the school's Performance Management Cycle and be involved in opportunities for Continued Professional Development, including attending inset, as directed.</li> </ul> <p><b>Additional responsibilities</b></p> <ul style="list-style-type: none"> <li>Provide work in the case of own absence.</li> <li>Undertake at least one extra-curricular activity per term/semester.</li> <li>Undertake cover duties for colleagues as assigned.</li> <li>Attend, and contribute to, staff meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.</li> <li>Actively participate in school activities, such as assemblies, plays, concerts, workshops, sports days, trips, visits and charity events.</li> <li>Support the work of the Parent Teacher Association by attending events which promote the school.</li> </ul> <p><b>Special circumstances</b></p> <ul style="list-style-type: none"> <li>To work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparation, assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned students.</li> <li>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</li> <li>Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.</li> </ul>
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Safeguarding:	<ul style="list-style-type: none"> <li>• Bringing to the immediate attention of the designated safeguarding lead and the Principal any significant pastoral matters, including any safeguarding concerns</li> <li>• Abide by the school safeguarding policy and keep abreast of any changes</li> </ul>

*As with all posts, the Principal will reserve the right to vary the precise responsibilities should needs change and opportunities arise.*