



Job Description: Teacher

Purpose of role:

The primary responsibility of teachers is to ensure that each student in their class maximises their potential in a way that is consistent with Charter's definition of [High-Quality Teaching and Learning](#).

This means responding to the needs of the individual student, helping those who need extra help and promoting full curriculum access for all in the class regardless of physical, learning or behavioural challenges.

In particular, all teachers are expected to personify and promote the school's SLOs and provide a range of opportunities for students to develop an age-appropriate understanding of those attributes and to develop or display them.

It is the duty and responsibility of all staff at Charter to ensure the safeguarding, child-protection and wellbeing of students under their care.

Reporting relationships

- Teaching and learning are overseen by the Head of Secondary and Head of Primary. Teachers will report to the appropriate member of the AMT. On a day-to-day basis, this may be delegated to Heads of Department or Subject Co-ordinators as appropriate.
- Additionally, teachers will work closely with their colleagues either within their Key Stage or subject area and the Whole-School Curriculum Co-ordinator to achieve the goals and objectives set for the school.

Responsibilities

- Keep up-to-date curriculum documents that align with year group/subject outlines for the scope and sequence of what is to be taught, including the development and integration of the SLOs, digital citizenship and international mindedness.
- Plan and teach lessons that stimulate students to achieve their full potential, clearly differentiate for both ability and language proficiency and develop a wider love of learning.
- Establish and maintain a learning environment that aids and supports student learning, self-esteem and well-being.
- Assess, record and report on the development, progress and attainment of the students in their classes in line with stated school and department/sectional expectations.



- Contribute to the Schools' Development Plan, the Early Years, Primary and/or Secondary development plans, both in their formation stages and implementation.
- Adhere to the School's policies and procedures as laid out, stated or referred to in their contract, the Staff Handbook or the School Policy Manual, in particular, those relating to child-protection and safeguarding.
- Make an active contribution to the wider life of the school through, for example, leading, planning and taking part in whole-school events, the ECA programme and student trips.
- Write formal student reports and attend PTCs in line with the school's published calendar.
- Take an active role in their own Continuing Professional Development to ensure they are up-to-date in developments in pedagogy and subject knowledge.
- Play a proactive role in pastoral care and ensuring the well-being of students in the school.
- Undertake duties related to the scheduling and invigilation of both internal and external exams.
- Attend meetings as directed to ensure the school's stated aims are met and development plans fulfilled.
- Be active in maintaining the health and safety of all members of the Charter community whilst on campus.
- Punctually and actively carry out supervision duties outside of the classroom.
- Behave ethically, maintain professional relationships with all Charter staff, and work collaboratively with colleagues and parents.
- Undertake any additional responsibilities as requested by the appropriate Head of Secondary, Head of Primary, Early Years Co-ordinator or the Director.

Updated November '23



Person Specification: Teacher

Charter teachers:

- share the values stated in the School's Mission and Vision and a commitment to the development of the SLOs
- are dedicated, enthusiastic teachers, capable of inspiring all the students in their classes
- have excellent interpersonal skills
- have Qualified Teacher Status
- hold a suitable degree and/or teaching qualification. A Master's degree or other higher qualification such as an NPQ is also desirable
- deliver high-quality teaching and learning preferably in an international setting
- have high expectations for behaviour and learning to maintain a purposeful classroom environment
- embrace the ethos of an holistic education and show a commitment to the wider life of the school
- differentiate effectively, so that all students, including ELS, SEN and most able, achieve their full potential
- have a collaborative/collegiate attitude
- demonstrate a strong commitment to and understanding of safeguarding policies and practices
- have a strong desire to develop their professional practice
- Be suitable to work in an unsupervised environment with children and young people
- are able to thrive living and working in Bangkok