



**KANG CHIAO INTERNATIONAL SCHOOL KCIS EAST CHINA CAMPUS  
INTERNATIONAL BACCULARUATE TEACHER  
JOB DESCRIPTION**

<b>TITLE:</b>	<b>INTERNATIONAL BACCULARUATE TEACHER</b>
<b>EMPLOYMENT ARRANGEMENTS:</b>	Foreign and/ or Local Teacher Contracts
<b>POSITION REQUIREMENTS:</b>	<ul style="list-style-type: none"> <li>• Certification as a Secondary Teacher</li> <li>• At least an undergraduate degree from an accredited university</li> <li>• Fluent in written and spoken English</li> </ul>
<b>PURPOSE OF THE POSITION:</b>	<ul style="list-style-type: none"> <li>• Actively contribute to the realisation of the KCIS East China Campus Guiding Statements</li> <li>• Maintain and develop professional standards as outlined in the Profile of a KCIS East China Campus IB Educator and School policies.</li> <li>• Actively promote openness, professional growth, teamwork and initiatives at KCIS East China Campus.</li> <li>• In word, demeanour and performance, model the Learner Profile we wish to see developed in our students</li> </ul>
<b>REPORTS TO AND IS EVALUATED BY LINE MANAGER:</b>	<ul style="list-style-type: none"> <li>• Head of Department</li> <li>• DP Coordinator</li> <li>• MYP Coordinator</li> </ul>

**SPECIFIC RESPONSIBILITIES**

**CURRICULUM**

- To be familiar and comply with IB departmental and school-wide principles, procedures and practices of curriculum development and evaluation.
- To thoroughly plan in the structure and components of each lesson and make full use of a variety of appropriate, authentic resources/ materials aligned with learning objectives set in units.
- To integrate aspects of multilingualism, intercultural awareness and global engagement in real world issues and contexts in the development of creative, applicable lessons unit plans to allow students to understand multiple perspectives.
- To explicate links of learning objectives and outcomes set in unit plans with ‘approaches to learning’ and the learner profile attributes.
- To ensure all learning components, activities, materials and assessment strategies are in alignment with the philosophy, fundamental concepts, pedagogical approaches and core components of the MYP and DP.
- Plan and prepare lessons that cater for the needs of the mixed- ability range within the class including those who are second language learners or have learning difficulties.

**TEACHING & LEARNING**

- To develop strategies to link students’ knowledge and understanding to prior learning.



- To use appropriate instructional practices which promote high academic standards and inclusive education within the IB MYP and IB DP.
- To use teaching strategies to promote higher order thinking, international mindedness, and metacognition within the subject areas, and to ensure that reflection and self-evaluation is encouraged in all subject areas in order to develop students' ability to think critically.
- Use a variety of technologies in teaching and learning.
- To constantly use IB specific terminologies in classroom to form shared understandings of those essential components of the programmes.
- To communicate expected behaviors with students to establish shared understandings.
- To provide a learning environment to encourage the ownership of learning and promote intercultural understanding /international-mindedness and respect, while encouraging self-expression.
- To take part in interdisciplinary unit planning and implementation that strengthens cross-curricular skills and deepens the understanding of key concepts.
- To stay current on all changes within the MYP and DP through the use of OCC and programme coordinators.
- To explore current educational theory and practice to gather evidence to fully prepare lessons and improve pedagogy.

## **ASSESSMENT**

- To be familiar with the principles of IB MYP and IB DP assessment and the KCIS East China Assessment Policy.
- To design and use appropriate and authentic tasks and strategies for formative and summative assessment in relation to IB MYP and IB DP objectives, and to ensure that these are supported by benchmarks and exemplars.
- To meet all deadlines specified in school and IB assessment calendars.
- To ensure that feedback and marking is criteria-based, transparent, detailed, informative and constructively critical to encourage reflection on and learning from their performance.
- To use assessment data to inform planning and facilitate further learning.
- To keep full and accurate records of individual students' (academic and non-academic) performance including uploading grades to ManageBac.

## **PROFESSIONAL RESPONSIBILITIES**

- To make recommendations for the collection of suitable teaching and learning resources and maintain records of textbooks and teaching materials used.
- To take all necessary precautions to protect, maintain and return all equipment and materials.
- To inform line manager (as appropriate) of any on-going difficulties or potential concerns.
- To supervise SA, Coomunity Project, Personal Projects, CAS and EE.
- To participate in collaborative planning meetings including departmental meetings and grade-level pastoral meetings and also school events such as open days.
- To follow school guidelines and procedures when organising field trips.
- To maintain curriculum documentation, including ManageBac, to ensure professional handover of all teaching and learning resources to new teachers joining the school.
- To fully engage in the teacher evaluation and monitoring processes and activities and incorporate the feedback into the individualized PD plan with the facilitation of school pedagogical leaders.
- To protect the rights of the student by maintaining the confidentiality of student information and records.