

JOB DESCRIPTION ACADEMIC

I. Job Information

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| Job Title: | Junior School Class Teacher |
| Department: | Junior School |
| Line Manager's Job Title: | Head of Junior School |

II. Job Specification

Responsible to:

The teacher is responsible to the Head of Junior School and JS Leadership Team with whom he/she will meet regularly.

Haileybury Almaty is committed to safeguarding and promoting the welfare of children and young people and expects all staff and those connected to the school to share this commitment.

Key Tasks and responsibilities

| Key areas of accountabilities | Main duties & responsibilities to support achieving accountabilities |
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| 1. General | <ul style="list-style-type: none"> Actively promote and develop the ethos of the School. Lead by example in all professional matters in line with the UK Teaching Standards and the standards expected by Haileybury Almaty. Uphold the expectations made by HAL in regards to pupil behaviour such as ensuring that all pupils observe matters such as dress, punctuality and School rules. Actively establish good relations and open communication with parents. Support and attend all major School events. Maintain a teaching load appropriate to the position, including the participation in and leading of co-curricular activities both in the School day, evenings and weekends as appropriate, and as agreed with the Head. Take a fair and appropriate share of duties. Attend House activities including residential activities as well as Expeditions (where applicable). Follow School policies and procedures. Meet deadlines in a timely manner. Set high expectations both academically and socially/emotionally for all pupils in your care. Contribute to the School's value and ethos. Collaborate with colleagues in areas of planning and assessment and whole school initiatives. Provide a stimulating learning environment through creative and interactive displays and stimulating learning areas. To keep the Head of Junior School and the Head fully informed of significant developments concerning any child in the form. To be punctual, smart and appropriately dressed and to behave in such a manner as is appropriate in line with the requirements laid out in our Staff Code of Conduct. |

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| 2. Curriculum Matters | <ul style="list-style-type: none"> • Possess a familiarity with the relationship between the UK EYFS and National Curriculum guidelines, HAL Units of Work, lesson plans and evaluation for the particular year groups/subjects taught. • Keep up to date with curriculum developments through reading, in-service training and peer observations. • Manage curriculum delivery and associated resources in a manner that challenges and interests pupils and is appropriate to their needs and skill-levels including catering for pupils with SEN, EAL and higher abilities. • Take responsibility for curriculum delivery and associated resources in a manner consistent with the school's policies and procedures. • Maintain an ongoing formative assessment programme related to Units of Work and associated learning objectives. • Prepare pupils for and administer summative assessment programmes including both school-based and externally examined assessments. • Maintain consistency with internal and relevant external marking schedules and moderation procedures. • Follow the School's Marking Policy. • Maintain legible, verifiable, accurate, comprehensive, defensible and fair records of formative and summative assessment results. • Write high quality and accurate reports on pupil performance for internal and external use as required. • To create written medium and short term planning to ensure that pupils develop at an appropriate pace, with clear differentiated planning and teaching. • To use I.C.T. to support and extend all areas of the curriculum, including the use of interactive whiteboards. |
| 3. Welfare and Discipline Matters | <ul style="list-style-type: none"> • Monitor the work of class/form pupils, providing guidance and advice when needed. • Write and maintain relevant records for individual pupil files and write reports. • Communicate and consult with parents on a regular basis and in a timely manner. • Participate in meetings for any of the purposes above. • Participate in the maintaining of high standards of behaviour and dress of pupils in the classroom and in all School locations and activities. • Follow HAL policies with regard to the health and safety of pupils both on and off the School premises when pupils are under the School's jurisdiction. • Take a pastoral interest in pupils in both the curriculum and co-curricular activities so that they feel noticed, valued and cared for. |
| 4. Personal Form responsibilities | <ul style="list-style-type: none"> • Be prepared to encourage and work with a House group in participating in House activities. • Participate in and lead Personal Development programmes with the form group. • Maintain regular communication with the parents. |
| 5. Co-curricular Activities | <ul style="list-style-type: none"> • Supervise and coach pupils in the after school activities programme and the extra-curricular sports and performing arts programmes. • Organise the logistics associated with these programmes as they relate to transport and accommodation. |
| 6. Personal Development | <ul style="list-style-type: none"> • Follow the school's appraisal policy and guidance. |

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| | <ul style="list-style-type: none"> • Participate in School-wide Inset initiatives. • Seek Inset opportunities that may arise from the appraisal process, including pathways to higher qualifications. • Seek advice from line managers with regard to professional development and career paths. • Take full responsibility for areas that may be reviewed in a full School audit. |
| 7. Collegiality | <ul style="list-style-type: none"> • Attend meetings designed to share information necessary for the smooth running of the school and the successful delivery of its programmes. • Take responsibility for mentoring new teachers, particularly those with whom a functional relationship exists. • Supervise pupils during non-period time as determined by the duty rota. • Supervise classes on behalf of colleagues as determined by the cover schedule. • Behave at all times in a manner befitting a role model for the pupils of the school and in a manner that brings only respect to colleagues and the reputation of HAL in line with the Teaching Standards and those of HAL. • To support colleagues as necessary and to work co-operatively as part of a team attending all meetings and INSET. |
| 8. Responsibility for Child Protection, Safeguarding and Health & Safety | <ul style="list-style-type: none"> • Everyone who works at Haileybury Almaty has the responsibility for promoting the safeguarding and welfare of children. • Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact; • Maintain good order and discipline among the pupils and safeguard their health and safety, both when they are on the school premises and when they are engaged in authorized school activities elsewhere; • Be aware of school policy and procedures regarding Child Protection and Safeguarding, and attend relevant training as required; • Report all causes for concern to the Designated Safeguarding Lead • Provide thorough risk assessments as required prior to activities and trips |

III. Person Specification

| | Essential | Desirable |
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| Behaviours | <ul style="list-style-type: none"> • Upholding the Code of Conduct and Haileybury Almaty vision • Self-motivated and hard-working • Well-organised • Creative | <ul style="list-style-type: none"> • Willingness to learn and adapt • Willingness to offer co-curricular activities |
| Skills and Knowledge | <ul style="list-style-type: none"> • A good understanding of curriculum developments in the specific subject area • An understanding of how Assessment for Learning can improve pupil performance | <ul style="list-style-type: none"> • Open to exploring innovative approaches from across the educational field • Subject knowledge sufficient to challenge able pupils and achieve high outcomes • Knowledge and understanding of positive disciplinary methods. |

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| | <ul style="list-style-type: none">• Ability to work in a way that promotes the safety and wellbeing of children• Effective communication and engagement with children and their families | <ul style="list-style-type: none">• Knowledge and understanding of child development and its impact on behaviour |
| Experience | <ul style="list-style-type: none">• Experience/confidence to teach across the age range of 4-11• Teamwork and collaboration | <ul style="list-style-type: none">• At least 2 years of experience as qualified teacher• Teaching experience in an International School• Know how to challenge and differentiate for children of varying abilities• Have taken a lead role in organising and implementing co-curricular activities |
| Qualifications | <ul style="list-style-type: none">• Bachelor's Degree or higher• QTS or equivalent | <ul style="list-style-type: none">• Proven record of improving standards through high quality teaching• A specialism in the subject |

Name : _____

Signature _____

Date _____