



Secondary Teacher – JOB DESCRIPTION

Each Job Description is an outline of the role it describes. Included are the priorities which the School sees as most important at this time. These priorities will be the focus of the post holder, but the intention is that those holding posts of responsibility will use the Job Description as a starting point and go beyond it in order to provide excellent leadership in the area of responsibility.

Those who are most successful will take the Job Description and use it to develop their area by showing initiative and pushing the boundaries in the best interests of our students, colleagues and the School – thus ensuring a practical application of our Vision: ***Become the Best that You can Be.***

Job Title:	Secondary Teacher
Campus:	Secondary Campus
Report to:	Head of Department

PURPOSE OF ROLE:

The key responsibility of the Secondary Teacher is to be responsible for the well-being and learning of the children in their care whilst in both schools.

The School is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. All teachers play a lead role in promoting the Safeguarding policies and practices of the School to ensure that a culture of safeguarding is prevalent across all work of the School.

KEY ACCOUNTABILITIES:

- Providing a bright, attractive and safe environment in which the well-being of your students is paramount and is conducive for children's learning.
- Being accountable for the learning, attainment, progress and outcomes of the pupils you teach, aiming to achieve the highest possible standards in work and conduct.
- Proactively seek to improve your own understanding of how pupils learn, in order to further enhance teaching and learning at PBIS.
- Use appropriate assessment for learning strategies in order to provide differentiated support, within carefully constructed learning activities. Enabling the children to meet and exceed curriculum learning objectives.
- Have a clear understanding of the needs of all pupils, including those with special educational needs, gifted and talented, EAL, disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Learning objectives are set in line with the school's curriculum. Whilst an appropriate range of techniques, such as observation, assessment, monitoring and recording strategies are used as a basis for setting challenging learning targets and expectations. To enable pupils of all backgrounds, abilities, and dispositions to achieve the highest possible levels of attainment.
- Giving pupils regular feedback, both orally and through accurate constructive comments and marking in line with policy. Encourage pupils to respond to the feedback, reflect on progress,

their emerging needs and to take responsible and conscientious attitude to their own work and study.

- Treating pupils with dignity, building relationships rooted in mutual respect, and all times observing proper boundaries appropriate to a teacher's professional position.
- Working proactively and effectively in collaboration and partnership with learners, parents/carers and other staff in the best interests of pupils.
- Providing Homeroom Teacher functions such as meetings with parents, writing reports, playground duties, organizing and going on excursions, participating in meetings and supporting your colleagues as necessary.
- Regularly evaluating the quality and suitability of resources and making recommendations for the purchase and deployment of additional resources as appropriate.
- Liaising with the relevant support teachers, administration, operations, finance, human resources, Lao Teachers or other subject teachers to ensure harmonious working relationship and a partnership which aids learning. This includes directing your Teaching Assistant/Internship Teacher, where one is supplied, to play a key part in supporting student learning.

TEACHING

- Teaching subjects as required and agreed with the Headteacher based both on your specialisms and the needs of the School.
- 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 the impact this has 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.

Miscellaneous Matters

- Modeling high standards of professional behavior, setting an example for the community.
- Attending all events on your campus, as required.
- Supporting PBIS by attending all whole School events as appropriate.
- 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
- 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.

KEY RELATIONSHIPS

Working alongside:

Secondary Leadership Team Members

Liaising with:

Lao and Other Specialist Teachers

Reporting to:



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PANYATHIP BRITISH INTERNATIONAL SCHOOL

英 国 国 际 学 校

Head of Department

Assigned Deputies

ESSENTIAL KNOWLEDGE, ABILITIES AND QUALIFICATIONS

- A qualified teacher able to demonstrate strong academic and intellectual credentials with evidence of relevant and recent CPD.
- The ability to teach to a high standard and model to colleagues as necessary
- The ability to be a team player

DESIRABLE EXPERIENCE SKILLS AND INTERESTS

- Has teaching experiences from home country and overseas. Whilst experience of the Cambridge Curriculums is desirable, it is not essential, more important is being a good teacher, having an understanding of contemporary best practice pedagogy and a willingness to learn.
- Is committed to continuing personal and professional development.
- Is tactful and diplomatic with the ability and experience to handle sensitive situations effectively.
- Enthusiastic and positive with the ability to inspire others with a “can do” attitude.
- Team Player with a well-developed sense of humor.

ALL MEMBERS OF STAFF HAVE A RESPONSIBILITY FOR:

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.