BLIS Job Descriptions: Primary Teacher 1/2

The Mission of BLIS is to develop children into academically proficient, internationally-minded, and well-rounded young adults who make meaningful use of education to shape their lives and to exert positive influence in their communities.

Job Title: Teacher – Primary (1 or 2)

Reports to: Principal, Assistant Principals, PYP Coordinator

Supervision responsibility: None

Position Overview:
The role of any BLIS teacher is to work with colleagues to build a school culture to realise the School Mission of bilingual internationalism. All BLIS elementary education is conducted in two languages - English and Turkish - within the framework of the IBPYP. This position is for an international teacher to teach literacy, numeracy, and the Program of Inquiry in English, to a class who will be learning literacy and numeracy, and working on units of inquiry in Turkish with a partnered Turkish national classroom teacher.

The position of Grade 1 or 2 Teacher is open to classroom teachers who have a particular interest, expertise, or additional qualification in the teaching of language. The position is also open to teachers who do not yet have a classroom teacher qualification but who are trained and experienced in English Language Teaching to young learners, and who would be happy to work with a bilingual Turkish national teacher in an Elementary School team-teaching setting.

Qualifications and Required Experience

- Bachelor's degree in Primary Education **OR** Bachelor's degree in English/TESOL.
- Teaching certification
- For international teachers 2 years of teaching experience is essential
- Experience in IBPYP is strongly preferred.

Essential Areas of Responsibility
The following are expected of all teachers, in whichever part of the school they teach:

1. Child safeguarding
The fundamental responsibility of a teacher is to protect children from physical and psychological harm; this responsibility includes, but is not limited to, supervisory duties.

2. Preparedness for teaching
A teacher must be adequately prepared for teaching: academically through requisite subject and program knowledge; and practically by means of lesson plans and teaching/learning materials which are appropriately coordinated and framed within the divisionally designated academic program aims.

3. Teaching and the nurturing of learning
Teachers are expected to make the most of their individual teaching strengths within a rich classroom environment to ensure the learning of both content and skills, including the set of skills associated with learning how to learn.

4. Assessment and reporting
Teachers are required to follow all procedures for assessment, including examination invigilation, and for the reporting of assessment data, formative and summative, within the school and to parents.

5. Record keeping
Teachers will keep all requisite official records.

6. Participation in school life more generally
Teachers are expected to take on an equitable share of committee work and of the organisation of school ceremonies and events.

7. Interacting collaboratively and professionally
At all times when communicating and collaborating with parents, students, and with other staff members, teachers will interact professionally.

8. Acting as a role model
Every teacher is expected to act as a role model to learners and to peers.

Details of Essential Responsibilities Common to All Divisions

1. Child Safeguarding

The fundamental responsibility of a teacher is to safeguard children, protecting them from both physical and psychological harm. A large part of a teacher's work towards child safeguarding is preventative effort expended on building a whole-school ethos which is conducive to kindness and learning. Within this framework, teachers are expected to:

1. Contribute wholeheartedly to whole school efforts to maintain a psychologically and physically safe school environment by making child safety their personal mission;
2. Explicitly enforce rules for student behaviour throughout the school, across the whole student body;
3. Do their utmost to maintain a physically safe classroom environment where the risk of accidents is minimised by the safe storage of potentially hazardous tools or materials, and by the careful supervision of potentially hazardous activities, and the risk of child-on-child harm is minimised by the enforcement of explicit rules for behaviour.
4. Do their utmost to maintain a psychologically safe classroom environment where the risk of harassment and bullying is minimised by the enforcement of explicit rules for face-to-face communication.
5. Do their utmost to maintain a psychologically safe online environment where the risk of harassment and bullying is minimised by the enforcement of explicit rules for online communication.
6. Perform supervisory duties outside the classroom in a vigilant and assertive manner.
7. Be alert, whether ostensibly on duty or not, to the risk of harassment and bullying.

8. Be prepared both to intervene, and to report, in cases of harassment or bullying anywhere in the school, or on school transport.

9. Cover classes for absent teachers as required by administration.

10. Sign and follow the BLIS Code of Conduct for teachers.

2. **Preparedness for teaching**

A teacher must be adequately prepared for teaching: academically through requisite subject and program knowledge; and practically by means of lesson plans and teaching/learning materials which are appropriately coordinated and framed within the divisionally designated academic program aims. To ensure preparedness, teachers are expected to:

1. Become knowledgeable about the curriculum they are assigned to teach, identifying and remedying any knowledge gaps before the start of specific planning.

2. Collaborate with teachers of the same subject or in interdisciplinary teams to plan high quality unit plans and share written curriculum documents in common electronic files.

3. Plan engaging lessons that utilize current best practice to teach mastery of the learning targets.

4. Ensure that emergency lesson plans are available to substitute teachers.

3. Teaching and the nurturing of learning

Teachers are expected to make the most of their individual teaching strengths in a rich classroom environment to ensure the learning of both content and skills, including the set of skills associated with learning how to learn. To this end the teacher is expected to:

1. Display passion for their subject material.

2. Show passion for the art and craft of teaching, personifying commitment to high-quality instruction and striving for ever higher levels of teaching and learning performance.

3. Maintain a physical classroom environment that is conducive to learning that is more and less teacher-directed.

4. Set clear expectations for learning, by enacting effective routines and procedures, by setting and enforcing classroom rules, and by consistently applying appropriate consequences.

5. When appropriate, differentiate instruction to meet the differing needs or interests of students.

6. Set tasks to be completed in the classroom .

7. During in-class task completion, and after task completion, give appropriate guidance and feedback

8. Maintain a virtual classroom environment that is conducive to self-directed learning after school hours, becoming proficient and conscientious in the timely use of any divisionally-specified Learning Management System.

9. Set tasks to be completed at home

10. After homework completion and submission, give appropriate feedback, both plenary and individual.

4. Assessment and reporting

Teachers are required to follow all procedures for assessment, and for the reporting of assessment data, formative and summative, both within the school and to parents. Thus, teachers will:

1. Collaboratively plan and administer high quality common formative and summative assessments that measure student mastery of the learning targets described in the curriculum.

2. Give students timely feedback on their progress towards mastery of learning targets and give opportunities to act on that feedback.

3. Where necessary provide interventions in class for students who are not learning either because the material is too hard or too easy.

4. Maintain clear communication with parents, particularly when students are not learning.

5. Record keeping

To keep all requisite official records teachers will:

1. Follow standard school procedures for record keeping (necessarily compliant with the regulations of the Ministry of Education [MEB]), becoming proficient and conscientious in the timely use of any divisionally-specified Student Information System.

2. Keep detailed, up to date records of attendance.

3. Keep assessment data as instructed.

4. Store all assessment materials, including observational notes, until instructed by the Administration to archive them divisionally.

5. Be proficient and conscientious in the timely use of any divisionally-specified Learning Management System.

6. School life

Participating in school life more generally, teachers will:

1. Contribute positively to school morale and community.

2. Taking on an equitable share of committee work and of the organisation of school ceremonies and events.

3. Contribute to extra-curricular activities as assigned by administration.

4. Fulfil other responsibilities given by administration.

7. Collaborative and professional interaction

To maintain a school ethos which is professionally collaborative, teachers will:

7.1 Communicate professionally and cordially, via school email accounts, school telephone numbers, and official face-to-face meetings, with parents of students in their care in the furtherance of the school's educational aims.

7.2 Maintain a cooperative attitude during all interactions with other staff members.

7.3 Follow all legal requirements pertaining to data privacy.

7.4 Exercise professional discretion by not divulging privileged information, by not passing on gossip, and by not engaging in speculation.

8. Acting as a role model

Every teacher is expected to act as a role model to learners and to peers, and will thus:

1. Be seen to be learning.

2. Speak, act, and dress professionally in all school environments, as well as outside school when learners from our school are present.

3. Attend a reasonable number of school events.

4. Support the school mission and vision in word and deed.