

SECONDARY PHYSICAL EDUCATION TEACHER JOB DESCRIPTION

LOCATION	NACIS Shanghai	
JOB PURPOSE	<p>Everything we do is connected to our vision to create a generation of resilient and creative global citizens, who will change our world for the better.</p> <p>By joining a Nord Anglia Education school as a Secondary PE Teacher, you'll be responsible for jointly planning and implementing the Physical Education programme for all ages of students in accordance to NAE quality assurance principles. Teach and deliver outstanding PE lessons across a wide variety of activities to students across all age ranges. Contribute to a large department in meeting the school priority areas and monitor and support the overall progress and development of students as a teacher using department and school monitoring and tracking procedures.</p> <p>Support and contribute towards a broad extracurricular programme including coaching, managing and coordinating fixtures during the week and at weekends.</p>	
REPORTING TO	Head of Secondary PE	
DIRECT REPORTS	None	
OTHER KEY RELATIONSHIPS	<p>Internal:</p> <ul style="list-style-type: none"> ▪ Academic leadership team, PE Teachers, Grade Leaders 	<p>External:</p> <ul style="list-style-type: none"> ▪ Parents
KEY RESULTS AREA	PERFORMANCE MEASUREMENT	
ENGAGEMENT AND INTERACTION – SCHOOL AMBASSADOR TO INTERNAL COMMUNITY		
<ul style="list-style-type: none"> ▪ Communicate with PE team on a regular basis. ▪ Present ideas and offer solutions, contribute to a culture of positive change and development. ▪ Set a good example for students and colleagues. ▪ Be supportive and maintain a professional outlook. ▪ Foster positive professional relationships with parents and colleagues. ▪ Promote the art department within the school and the local community. ▪ Contribute to the wider school community by getting involved with charitable events, performances and ECA's 		<ul style="list-style-type: none"> ▪ Positive feedback indicates a respected, collaborative and highly valued team member ▪ Documented evidence of role played in cross-curricular learning opportunities or whole school events
LEARNING AND TEACHING		

<ul style="list-style-type: none"> ▪ Provide a safe learning environment for students when using potentially harmful materials and machinery. ▪ Foster curiosity and an appreciation in students for the arts. ▪ Apply differentiation where needed and create a student-centric environment. ▪ Deliver engaging and thought-provoking lessons that inspire and challenge students. ▪ Provide a bi-lingual learning environment that offers EAL support and ensures understanding of content. ▪ Be culturally sensitive and respectful of local traditions 	<ul style="list-style-type: none"> ▪ Positive feedback from students and colleagues ▪ Good lesson observation reports ▪ Student progress clearly observed ▪ Positive parental feedback ▪ Observable good behaviour and wellbeing amongst the students you teach and mentor ▪ Attendance at departmental and form tutor meetings ▪ Good student attendance record ▪ Good retention of students
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PLANNING AND PREPARATION

<ul style="list-style-type: none"> ▪ Develop curriculum both independently and collaboratively. ▪ Create units of work that are reflective of modern perspectives in art education. ▪ Deliver and intertwine theoretical and practical based lessons. ▪ Implement project-based learning styles. ▪ Find and pursue cross-curricular links. ▪ Infuse traditional Chinese techniques and art forms with contemporary conceptual art making practises. ▪ Encourage creativity and facilitate the development of critical thinking skills. ▪ Maintain the high standards already set within the department. ▪ Use structured formative and summative assessment procedures that enable meaningful feedback and track progress. ▪ Expose students to a variety of mediums and techniques. ▪ Provide students with fundamental skills in forms of art making. ▪ Encourage students to reflect characteristics of the IB learner profile. 	<ul style="list-style-type: none"> ▪ Positive feedback from line manager confirms good organisation and maintenance of assessment systems ▪ Variety of assessment processes indicates sound grasp of learner needs, progress and intellectual development ▪ Regular planning with colleagues is recorded ▪ Classroom displays and lesson plans indicate awareness of IB learner profile attributes ▪ involvement in PBL and interdisciplinary learning evident
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ASSESSMENT AND EVALUATION

<ul style="list-style-type: none"> ▪ To assess student's achievements and progress in accordance with agreed policies and procedures. ▪ Implement formative assessment to evaluate how well learning objectives are/have been achieved and adapt future teaching and learning accordingly. ▪ Mark and monitor students' class and homework providing constructive oral and written feedback. 	<ul style="list-style-type: none"> ▪ Internal Head of Department/SLT Lesson Observations & Feedback
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MANAGEMENT RESOURCES

<ul style="list-style-type: none"> ▪ Select appropriate resources to support learners in achieving teaching objectives. ▪ Ensure resources are managed appropriately both within classrooms and shared resource areas 	<ul style="list-style-type: none"> ▪
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EXTRA-CURRICULAR ACTIVITIES

<ul style="list-style-type: none"> ▪ Support the life of the school beyond the classroom. ▪ Lead two or more agreed after school activities each week. 	<ul style="list-style-type: none"> ▪
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<ul style="list-style-type: none"> ▪ Participate in residential weeks and other trips as appropriate. ▪ Contribute to whole school learning initiatives. 	
PASTORAL DUTIES	
<ul style="list-style-type: none"> ▪ Promote the general progress and well-being of students and of your class/Form Tutor Group as a whole. ▪ Liaise with the Grade Leaders to ensure the implementation of the school's pastoral system. ▪ Contribute to the preparation of Self-evaluation plans and Development Plans for your subject. ▪ Communicate, as appropriate, with parents. 	<ul style="list-style-type: none"> ▪
PROFESSIONAL AND PERSONAL DEVELOPMENT	
<ul style="list-style-type: none"> ▪ Seek continuous professional development through knowledge and skill-based courses, particularly through NAU ▪ Take part in and deliver departmental workshops ▪ Observe colleagues' lessons ▪ Be willing to skill-share ▪ Show initiative within the PE department ▪ Show evidence of reading and theoretical underpinning of classroom practice ▪ Take on new challenges ▪ Be reflective 	<ul style="list-style-type: none"> ▪ Successful completion of training courses ▪ documented evidence of participation in and contribution to departmental workshops ▪ PMPD targets indicate ambitious personal and professional goals
OTHER	
<ul style="list-style-type: none"> ▪ Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK. ▪ Compliance with visa requirements for working in China. ▪ A commitment to safeguarding and promoting the welfare of all pupils, and a willingness to undertake appropriate child protection training when required. 	<ul style="list-style-type: none"> ▪
PERSONAL SPECIFICATIONS	
<ul style="list-style-type: none"> ▪ Qualified Teacher status with a minimum of two to three years teaching experience ▪ Experience of IBDP teaching is preferred. ▪ Knowledge in a variety of mediums and associated techniques. ▪ Skills in curriculum development and assessment. ▪ Experience teaching in a bi-lingual setting. ▪ Strong proficiency with Microsoft Word and PowerPoint for producing reports and presentations. ▪ Good cross-cultural, interpersonal and communication skills to interact with diverse nationalities and cultures. ▪ Excellent analytical skills – with the passion and drive to demonstrate and quantify success. ▪ Results orientated with the ability to consistently map efforts against identified KPIs. ▪ Excellent time management skills and flexibility in dealing with multi-functional tasks. ▪ You'd like to work in a purpose-led sector. 	
PERSONAL ATTRIBUTES	
<p>As our teammate, here's what we expect:</p> <ul style="list-style-type: none"> ▪ You're passionate about education – excellent teaching and learning mean the world to you ▪ High levels of personal integrity ▪ Conscientious and able to focus on completing work to a consistently high standard ▪ Flexible and positive approach to work ▪ Excellent organisational and time-management skills; high attention to detail 	

- Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved
- Adaptable to working in a fast-paced, ever-changing environment
- Ability to work under pressure and remain calm
- Proactive and willingness to take on multiple tasks
- Self-motivated and enthusiastic
- Ability to work independently
- Must be a team player, willing to help and be flexible
- Continually strive for improvement

CREATE YOUR FUTURE

We're [Nord Anglia Education](#), the world's largest premium international schools organisations. Every day, our teachers and support colleagues help our thousands of students achieve more than they ever imagined possible.

A transformational education at one of our schools is focussed on excellent academic outcomes, creativity, wellbeing, and international connectedness. Our innovative use of educational technology also creates a personalised, 21st century learning experience for all students, while our global scale means we can recruit and retain the world's best teachers and offer unforgettable events and expeditions.

Our people are empowered to make a difference in their fields of expertise. Our fast pace of growth requires evolution and change from everyone, giving you the chance to define the role you do in the future. This challenges the learning agility of our employees and ensures every day brings interesting new experiences.

Founded in 1972 in the United Kingdom, our first international school opened in 1992 in Warsaw, followed by rapid growth across the world since the 2000s.

When you join our team, you'll become part of a global family of experts working for a fast-growing premium international brand.