


JOB DESCRIPTION

KEY INFORMATION ON THE ROLE		
Position Title	Teacher (EYFS or Primary)	
Reports To (title)	Assistant Principal (Primary)	
# Direct Reports	Not Applicable	

SECTION I: JOB PURPOSE

The purpose of the role is to deliver high standards of teaching to students and to build outstanding reputation of the school.

SECTION II: KEY RESPONSIBILITIES

Safeguarding and promoting the welfare of students

- Incorporates HASIS's vision, mission and core values into normal working practice and is a positive role model to others;
- Places the safety and welfare of pupils above all other considerations;
- Treats all stakeholders of the school community, including students, parents, colleagues and governors with consideration and respect;
- Alerts to and reports appropriately, any behaviour that may indicate that a student is at risk of harm;
- Promotes the school to parents and wide community;

Class Teacher level responsibility

- Assumes class teacher responsibility for assigned class;
- Maintains accurate, up-to-date student records (portfolios, assessment/report grades, reading records etc.)
- Plans and prepares lessons in accordance with the class timetable;
- Builds relationships with all school stakeholders. Acts as single point of contact for students and parents;
- Liaises with subject teachers, student counsellor and parents regarding the provision and deployment of support for special educational needs as required;
- Ensures the provision and attendance of support classes where necessary (liaises with subject teachers, activities coordinator, Assistant Principal (Primary), Assistant Principal (Inclusion) and parents as necessary);

Planning, teaching and learning

- Designs, prepares and delivers engaging lessons appropriate for all students;
- Sets and delivers high standards of academic excellence in the class;

- Monitors student progress and keeps records on their development. Provides support and guidance to underachieving students;
- Prepares and monitors IEP's – Individual Education Plan for underachieving students;
- Acts as coach for gifted and talented students;
- Ensures that teaching meets all the needs of students, including effective management of behaviour;
- Maintains class discipline and encourages learning participation in the class;
- Controls and oversees the use and storage of books and other teaching resources provided for class usage;
- Encourages holistic growth of students by supporting their participation in extracurricular activities and academic excellence in competitive tests;
- Strives balance between academics and overall student development by participation in sports, art, drama and music;
- Maintains awareness of student health and wellbeing and recommends them to school clinic when required;
- Uses wide range of teaching methods and aids to make learning engaging and positive;
- Leads/Participates in at least one after school activity each week.

Classroom management

- Handles any unsatisfactory behaviour effectively as per school policy and procedures;
- Utilises modern technology in the classroom;
- Maintains classrooms as a safe and educationally conducive environment;
- Keeps students' books and reading materials in the correct storage areas;
- Demonstrates creativity in designing classroom display.

Management and deployment of resources

- Demonstrates an ability to innovate, excite and inspire children and colleagues;
- Liaises with primary colleagues to develop programs of learning;

Communication

- Actively participates in school activities, such as assemblies, plays, concerts, workshops, sports days, trips and visits and fundraising ventures;
- Supports the work of the Parent Teacher Association by attending events and providing factual feedback to parents;
- Marks class attendance registers, and monitors and reports student absence

Professional development and additional responsibility

- Maintains up-to-date subject knowledge;
- Participates in the HASIS Performance Management process and opportunities for Continued Professional Development, including attending INSET;
- Undertakes cover duties for colleagues as assigned by the Principal/SLT;

	<ul style="list-style-type: none"> • Attends and contributes to staff meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole; • Promotes and participates in after school activities organised at school
SECTION III: KNOWLEDGE AND SKILLS	
Minimum Educational Qualifications Required for the Role	<ul style="list-style-type: none"> • University graduate relevant to a relevant subject (English, Sciences, Mathematics, Humanities, ICT, Arabic, French) with Post Graduate Certification in Education (PGCE) or Professional Graduate Diploma in Education (PGDE); • Or Bachelors in Primary/Early years Education
Minimum Years of Experience Required	<ul style="list-style-type: none"> • Relevant teaching experience – International British curriculum; • Minimum 4 years subject teaching experience post qualification; • Teaching credentials - QTS (Qualified Teacher Status); • Candidate should be able to teach up to the maximum age in their applicable Key Stage.
Language Skills	<ul style="list-style-type: none"> • Excellent verbal and written communication in English language; • Knowledge of Arabic is an advantage
Skills and Abilities	<ul style="list-style-type: none"> • To have passion for teaching and your subject; • To have proven class management skills; • To be a fully qualified teacher; • To be an active listener who can understand pupils needs; • To have good sense of humour and ability to stay positive; • To be culturally sensitive and respectful of local traditions.
SECTION IV: KEY INTERACTIONS	
Key Internal Contacts:	Purpose and Frequency of Interaction
Principal	On need basis
SLT, Inclusion team	On need basis
Teaching assistants & other support staff	Daily
Key External Contacts:	Teacher's networking forums
External Authorities	On need basis
Vendors/Suppliers	On need basis

SECTION V: WORKING ENVIRONMENT	
Working Conditions	Multicultural work environment.