HORIZON International School
مدرسة هورايزن الدولية

Job Description

Job title: Foundation Stage Class Teacher 0.6 (3 Days)

Reports to: Head of EYFS

Job purpose:

1. To promote the school's vision, mission and core values.
2. To deliver the highest standards of teaching, to ensure excellent progress and achievement in learning.
3. To provide outstanding pastoral care for all pupils.
4. To contribute to the co-curricular and wider community of the school.

Main responsibilities and duties:

1. ***Safeguarding and promoting the welfare of pupils***
   - incorporate the school's vision, mission and core values into normal working practice and to be a positive role model to others
   - place the safety and welfare of pupils above all other considerations
   - treat all members of the school community, including pupils, parents, colleagues and governors with consideration and respect
   - adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
   - be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm.

2. ***Planning, teaching and learning***
   - have high expectations of all pupils to attain high academic standards
   - plan and teach lessons and sequences of lessons to the classes. The class teacher is assigned to teach within the context of the school's plans, curriculum and schemes of work
   - assess, monitor, record and report on the learning needs, progress and achievements of the pupils within the classes the class teacher is assigned to teach
   - provide individual or group targets to promote learning
   - participate in arrangements for preparing pupils for internal and external examinations
   - provide opportunities for independent learning
   - provide opportunities for practical work, investigation and research
   - make provision for students of differing ability in all subjects (clear differentiation) and formulate and use IEPs where necessary
   - create a stimulating class environment which promotes effective teaching and learning and of which students can feel ownership
   - provide opportunities for the use of digital technology within all areas of the curriculum
   - ensure that all classroom practice is in accordance with school policy and procedure
   - monitor the progress of students by on-going assessment and record keeping
   - use a range of teaching methods and resources to enhance the learning experience for all students.

3. *Classroom management*

- maintain a well-managed classroom with a good work ethos and good working relationships
- create a culture of achievement where pupils wish to do their best and are rewarded for doing so
- unsatisfactory behaviour is handled effectively as per school policy and procedures.

4. *Management and deployment of resources*

- direct the work of teaching assistants to ensure they are deployed effectively to aid teaching and learning at all times
- ensure classroom resources are organised and tidy
- allocate classroom space and time efficiently
- ensure adequate time is given to preparation, marking and displays
- control and oversee the use and storage of books and other teaching resources provided for class usage.

5. *Communication*

- meet with the Headteacher and colleagues as necessary to discuss individual students and their progress
- monitor and report to parents on the progress of students within the allocated class, as directed
- report IEPs to parents, as directed
- attend parents' evenings or meetings throughout the year as required
- assess pupil achievements and progress in accordance with the agreed arrangements
- mark class attendance registers.

6. *Professional development*

- maintain up-to-date subject knowledge
- self-evaluate and review teaching methods, materials and schemes of work
- participate in the school's Performance Management process and opportunities for Continued Professional Development, including attending INSET.

7. *Additional responsibilities*

- each class teacher will take responsibility for organising curriculum or enrichment activities throughout the year
- undertake extra-curricular activities as assigned
- participate in the duty rota
- undertake cover duties for colleagues as assigned by the Headteacher/SLT
- attend, and contribute to, staff meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole
- contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- actively participate in school activities, such as assemblies, plays, concerts, workshops, sports days, trips and visits and fundraising ventures
- support the work of the Parent Teacher Association by attending events which promote the school.

Special circumstances
It may be requested to work reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including planning and preparation, assessing, monitoring, recording and reporting on the learning needs, progress and achievements of pupils.

To work and live in strict accordance with the laws and customs of the country in which the teacher is resident. To comply with the school's procedures and policies for accommodation, healthcare, travel, leave, official documentation, etc. as detailed in the staff handbook and updated as required. To be responsible for acquiring up-to-date knowledge on such matters.

Teaching staff may be required to attend school during weekends or holiday periods throughout the year for up to five days for purposes of training (INSET) and preparation for the forthcoming academic term/year. Such required attendance will be advised to teaching staff before the commencement of the relevant leave period and will not give rise to any entitlement to compensatory leave days in lieu.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

This Job Description may be amended at any time following discussion between the Headteacher and member of staff and reviewed annually.

Key relationships:

- Headteacher, SLT, Teachers, Teaching Assistants and Support Staff

Job performance indicators/ targets:

Set out in the school's appraisal and performance management system, but not limited to:

- lesson observations
- pupil performance
- parent interaction and communication
- attendance and punctuality
- interaction with colleagues and school management.

Person Specification:

	Essential	Desirable
Qualifications	▪ Qualified Teacher Status ▪ Relevant Teaching Degree ▪ Evidence of Continuing Professional Development and in-service training (experienced applicants)	▪ Experience of working across the relevant range FS or KS1
Skills	▪ Demonstrate excellent classroom practice ▪ Demonstrate effective planning and assessing ▪ Evidence of good oral and written communication skills in a range of contexts and to a variety of audiences ▪ The ability to establish good relationships with all members of the school community ▪ A willingness to learn, and to work collaboratively as a member of a team ▪ To be sensitive to the needs of the children ▪ To support and maintain equal opportunities for all	▪ Understanding of how the learning environment supports high standards
Knowledge and experience	▪ Up-to-date knowledge of the changing demands of the National Curriculum and examining bodies ▪ A commitment to the school's ethos in providing effectively for the needs of all its pupils, including those with special educational needs ▪ A clear understanding of the importance of planning and assessing	▪ Understanding of the value of developing a partnership between home and school

	pupil's work to ensure high standards ▪ A clear understanding of the importance of recording and reporting pupils' progress and achievements ▪ An ability to employ a variety of strategies to manage pupil behaviour	
Profile	▪ Commitment to the personal welfare and safeguarding of all pupils ▪ Supportive, patient and caring ▪ Well organised and able to manage time efficiently ▪ Good interpersonal and communication skills ▪ A commitment to, and a recognition of, the importance of extra-curricular activities ▪ Commitment to providing the best for all pupils ▪ Loyalty to the school's mission and ethos	