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V01

Job Description for Teachers in Primary School of German Section of CAIS (DISC)

1. Name of Role & Job purpose:

- Elementary PYP Teacher in German Section
- The job holder's key accountability will be to deliver the Primary Years Program (German Curricular) at the designated grade level/ subject area, within the values, beliefs and philosophy of the school.

2. Ideal Qualities of an PYP teacher:

- Personal and intellectual qualities required to set examples to others.
- Ability to work on own initiative and be proactive.
- Commitment to excellence and to significantly raise the linguistic and personal achievements of all students.
- Flexibility, drive, energy and enthusiasm.
- Approachability
- Ability to be a good team player with a good understanding of how team work contributes to school improvement.
- Excellent verbal and written communication skills.
- Ability to work under pressure, prioritize tasks and manage time effectively in order to meet deadlines.
- United States/Canadian citizenship (English Native Speaker)
- Three years of full-time recent teaching experience in a U.S. public (or international) school at the level and in the subject area for which the application is being made
- Subject certification in one of the 50 U.S. states or Washington D.C.
- Bachelor's degree or Master degree in the field of instruction for positions in grades K-through 6
- Knowledge of modern teaching methods, IT knowledge and knowledge how to use IT in the classroom.
- Willingness to work at a multilingual team and to plan, prepare and discuss teaching matters with colleagues – ready for team-teaching.
- Willingness to learn German (or just come up with German language skills...)
- Willingness to serve an initial two-year contract

3. Reporting

Principal of DISC

4. Responsibilities

- maintaining a personal and professional commitment to the school's mission and philosophy
- maintaining professional ethical standards in all areas, particularly confidentiality

- assisting the Elementary Principal in determining budgetary priorities
- assisting the Elementary Principal and the PYP coordinator in effectively communicating to parents information related to curricular matters or students
- ensuring consistent implementation of school policies and procedures relating to the curriculum
- supporting the school's implementation of appropriate practice in the PYP
- compiling accurate reports for all students, twice a year
- registering the attendance of students and supervising learners, before, during and after school time as appropriate and as requested
- participate in and carry out any administrative and organisational tasks that are deemed appropriate
- work collaboratively with others to develop effective professional relationships
- communicate effectively with parents with regards to pupils' achievements and well-being using school systems/processes as appropriate
- make a positive contribution to the wider life and ethos of the school
- espouse the traits and attitudes of the Learner Profile
- maintain ongoing data which gives evidence for report grading

Teaching

- Using a range and balance of teaching strategies
- Creating a stimulating environment
- Use grouping strategies using a variety of different learning situations
- Viewing students as thinkers with their own emerging theories
- building on what students bring to the learning experience in the way of prior understanding, knowledge and skills
- using a variety of resources representing multiple perspectives
- empowering students to feel responsible and to take action
- involving students actively in their own learning
- pursuing open-ended inquiry and real life investigations
- maintaining constant awareness of the needs of any children to whom English is a second or even a third or fourth language
- addressing the individual needs of students with different levels and types of abilities
- devoting extra time to students who may be struggling academically or may need further challenging
- ensuring that children with learning difficulties are provided with appropriate programmes
- delivering the curriculum as relevant to the age and subject/s that you teach
- being aware of students' capabilities, their prior knowledge and planning teaching and differentiation as appropriate
- demonstrating an understanding of and taking responsibility for promoting high standards of literacy
- Ensuring the documentation of curricula units and lesson plans on the platform and within the timelines set forth by the administration
- use the learner profile to guide the appropriate student development of internal control and self-confidence

Professional management of self, planning and reflection:

- Work, support, liaise and plan as necessary, with specialist staff, support teachers and the IB/PYP coordinator.
- Plan, in line with the internal calendar, to meet deadlines.
- Ensure that weekly planning is available and long term schemes of work are planned for the year.
- Ensure that you take part in collaborative planning, when required.
- Plan for assistants where appropriate

Professional appraisal and development:

- To actively participate in a constructive professional appraisal based directly on the points in this job description, thus continually working to improve learning for students.
- Participate in any relevant meetings/PD opportunities in school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Keep up to date with developments in your subject. Be prepared to share your expertise in your subject area, I.B. and classroom management with your colleagues at In-Service opportunities.
- Utilise any professional development courses to grow and develop professionally
- Reading good professional literature on a regular basis

Resources:

- Provide a stimulating, challenging and attractively arranged classroom, with displays that reflect the work that is being done.
- Develop additional resources to supplement existing ones and for differentiation.
- Remember that you are a teacher of English first and create resources facilitating the acquisition of English. Eg. Word Banks etc.
- Ensure that you become familiar with the use of the Smart board, Macbook and iPads and use it, being prepared to demonstrate its use publicly at least once a year (approximately November) and be sure the technology is used to enhance learning.
- Use the appropriate resources for the students in your class from what is available, and promote the care and respect for all materials we use in school.

Pastoral Care:

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage the class effectivity, using approaches which are appropriate to students' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with students and exercising appropriate authority
- Be a role model and demonstrate the IB learner profile traits and attitudes
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Be responsible for the supervision of the students at break and lunchtimes and carry out any other duties as agreed with the Principal.
- Being responsible for promoting and safeguarding the welfare of children and young people with the school, raising any concerns following school protocol/procedures

Whole School

- Participate and manage relevant decision making and consultative meetings.
- Promote and encourage parent involvement in the School through involvement in projects, assemblies, reading groups, meetings and other events.
- Promptly respond to parent queries and concerns.
- Attend staff meetings, and other school events as agreed between the Principal and staff.
- Contribute and run an activity in the school's Club programme.
- If required, cover for an absent teacher.
- Take part in a review or development of activities relating to the curriculum, organisation and pastoral functions of the school.

Assessment:

- Use a appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students and monitoring students' progress and levels
- Making accurate and productive use of assessment to secure students' progress
- Give students regular feedback, both orally and through accurate making, and encourage students to respond to feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and studies
- Use relevant data to monitor progress, set targets, and plan subsequent lessons

5. Hand-over of JD

Name:

Born on:

Hand-over date: