THE BRITISH INTERNATIONAL SCHOOL, CAIRO

TEACHER OF ENGLISH
(Senior School)

Introduction
We seek an experienced, flexible and well-qualified Teacher of English (Language and Literature) for September 2019. The successful candidate will be expected to play an important role in the teaching of curriculum English and play an active role in whole-school curriculum development. Previous experience of teaching English within the National Curriculum for England is highly desirable. The successful candidate will be expected to contribute to the co-curricular programme.

The Post
The successful candidate will be expected to support the development of the subject and will:

- be a graduate in English or a related subject and with qualified teacher status;
- be able to demonstrate excellent practice for teaching and learning;
- be an enthusiastic and innovative teacher with a genuine love of the subject, who can motivate and inspire students using a wide range of teaching strategies;
- include Assessment for Learning as an integral part of classroom practice;
- be expected to teach English across the age range, stretching the very brightest pupils and supporting the weaker students;
- be able to work as a member of a team and to contribute to the further development of the subject;
- be committed to her/his own professional development;
- involve herself/himself fully in the School's co-curricular programme.

To comply with Egyptian employment law, applicants must have a **MINIMUM** of three years teaching experience post-teaching qualification.

Remuneration
The British International School, Cairo (BISC) operates its own teaching scale, which mirrors that in the UK, and is related to teaching experience. All salaries are paid in Pounds Sterling and are tax free meaning you can expect to take home 20-30% more than you would in the UK. The minimum salary for a teacher with three years' experience is currently £33,200, while the basic salary of the majority of staff is £38,300. In addition all teachers appointed from outside Egypt on an overseas contract benefit from rent-free, furnished accommodation, private medical insurance, annual return travel to the UK, and generous fee remission for school-aged children (100% for the first two children, 50% for each additional child).

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HOW TO APPLY

Please apply by completing the **online application form** on the TES website. In addition please upload a **letter of application** (addressed to the Principal - Dr. Carlo Ferrario) as a **pdf document**.

Applications must include the contact details for at least two professional referees one of whom should be your current employer.

Completed applications should be submitted electronically via 'Apply Now' on TES Online. The deadline for receipt of applications is 12.00 p.m. GMT on 10th January 2019.

Shortlisted candidates will be invited to interview in London, Cairo or via Skype in January.

Early applications are encouraged as the school reserves the right to make an appointment early if suitably qualified candidates apply.

Applicants must:

- have at least three years' teaching experience preferably in a British-curriculum school;
- hold Qualified Teacher Status or its equivalent.

Employer: The British International School, Cairo (BISC)
Location: Cairo, Egypt
Contract type: Full time
Start date: 1st September 2019
Contract term: Until the end of the 2020-2021 academic year, renewable
Closing date: 10th January 2019

Safeguarding

The British International School, Cairo is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school.

Responsibilities of a Classroom Teacher (Generic)

Every teacher in the school is expected to possess, or work towards possessing, the competencies and skills which are recognised by professional bodies in the UK and in accordance with the School's policies. These competencies and skills are listed below.

Curriculum Content

- Demonstrate a sound knowledge of, and practical skills in, the subject or subjects forming the content of his or her teaching, at a level which allows him or her to stimulate and challenge pupils, and to recognise and address barriers to pupils' learning specific to the subject being taught.
- Be able to play his or her full part in developing pupils' skills in literacy and /or numeracy.
- Be able to use ICT and appreciate how to apply it effectively in learning and teaching (once trained).
- To contribute to the personal and social education of pupils within the schools.
- With colleagues, be able to plan and prepare coherent teaching programmes and lessons, including homework, which ensure continuity and progression in children's learning.
- Have knowledge of the learning process, curriculum issues and child development.

Communication and approaches to teaching and learning

- Be able to motivate and sustain the interest of all children in a class.
- Explain to and communicate with children clearly and in a stimulating manner.
- Question children effectively, and respond to their questions and support their contribution to discussions.
- Employ a range of teaching strategies, including use of homework to reinforce and extend work in class, and be able to select strategies appropriate to the subject, topic and children's needs.
- Select and use in a considered way, and in a number of different learning and teaching situations, a wide variety of resources.
- Demonstrate the ability to teach individuals, groups and classes.
- Set expectations and pace of work which make appropriate demands on all children and ensure that more able and less able children are effectively challenged.
- Identify and respond appropriately to children with difficulties in learning and recognise when to seek further advice in relation to their specific educational needs.
- Respond appropriately to cultural, gender, linguistic, religious and social differences, and to disabilities among children.
- Encourage children to take initiatives in and become responsible for their own learning.
- Work cooperatively with other professionals and adults in the schools.
- Set an example to children in conduct and appearance.
- Evaluate and justify the approaches taken to learning and teaching.

Classroom Organisation and Management

- Be able to organise classes and lessons to ensure that all children are productively employed when working individually, in groups or as a class.
- Be able to demonstrate knowledge about, and to apply, the principles and practices which underlie good discipline and which promote positive behaviour.
- Be able to create and maintain a stimulating, purposeful, orderly and safe learning environment for all.
- Be able to manage children's behaviour fairly, sensitively and consistently with the use of appropriate rewards and sanctions and know when it is necessary to seek advice.
- Demonstrate knowledge of, and contribute to, strategies to prevent bullying.

Assessment

- Demonstrate an understanding of the principles of assessment and the different kinds of assessment which may be used.
- Be able to assess children's attainment in line with the school's' policy and against national standards where assessment leads to certification.
- Be able to monitor, assess, record and report on aptitudes, needs and progress of individual children.
- Be able to provide children with regular constructive oral and written feedback on their progress.
- Be able to use the results of assessments to evaluate and improve teaching and to improve the standards of attainment.

National and Whole School Issues

- Demonstrate an understanding of the UK educational system.
- Demonstrate knowledge of and uphold and support school policies, the school's development plans and department development planning.
- Demonstrate a working knowledge of his or her contractual, pastoral and legal responsibilities.
- Demonstrate an awareness of his or her responsibilities for contributing to the ethos of the school, for example by promoting positive relationships among staff, parents and children.
- Be able to report to parents about their children's progress and discuss matters relating to their personal and social development in a sensitive and constructive way.
- Demonstrate an understanding of the way roles and responsibilities are shared among staff and how to obtain help from staff within the school including those with responsibility for the curriculum, guidance, learning support and staff development.
- Undertake the responsibilities of a Form Tutor/Sixth Form Tutor.
- Be willing to contribute to the co-curricular life of the school.
- Demonstrate an understanding of and adhere to the guidelines in all safeguarding and child protection policies.

The Values, Attributes and Abilities Integral to Teachers

- Be committed to and enthusiastic about teaching as a profession and encouraging children to become learners.
- Be committed to promoting children's achievements and raising their expectations of themselves and others in collaboration with colleagues, parents and Governors.
- Value and promote the moral well-being of children.
- Self-evaluate the quality of his or her teaching and set and achieve targets for professional development.
- Demonstrate the abilities associated with analysing situations and problems, seeking solutions and exercising sound judgement in making decisions.
- Value and promote equality of opportunity and fairness and adopt non-discriminatory practices in respect of age, disability, gender, race, religion or sexual orientation.
- Demonstrate a commitment to undertaking continuing professional development in order to keep up to date with and respond to changes in education.

December 2018