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| **LOCATION** | The British Vietnamese International School (BVIS Hanoi) |
| **JOB DESCRIPTION**  | Geography/KS3 Humanities (Geography and History) Teacher  |
| **JOB PURPOSE** | We are looking to appoint a Teacher of Humanities who will join our high performing and enthusiastic Humanities Department, where Geography, History and Psychology are hugely popular subjects.The successful candidate will teach both Geography and History across Key Stage 3 and teach Geography at KS4 (IGCSE). In Years 7, 8 and 9, a balanced History and Geography programme, taught as separate subjects is taught to students.In Years 10 and 11, the IGCSE year group students follow the Cambridge IGCSE specification for the two-year course.The successful candidate will be a key part of the team, who will teach to highly motivated and talented pupils from Years 7 to 11, planning and preparing courses and lessons according to their educational needs. They will support the Secondary Headteacher and leadership team in fulfilling the school’s mission statement by delivering a high-quality education to students. |
| **REPORTING TO** | Head of Department, Assistant Head (Teaching and Learning) |
| **DIRECT REPORTS** | Principal, Head of Secondary |
| **OTHER KEY RELATIONSHIP** | Students, families (current or prospective) |

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| **KEY RESULT AREA**  | **MEASUREMENT OF PERFORMANCE** |
| **General Responsibilities*** Promote the ‘mission’ and philosophy of the school ensuring that students are working towards being truly bilingual, international citizens;
* Ensure that planning, preparation, recording, assessment and reporting are of the highest quality and meet the varying learning and social needs of students;
* Be flexible and adjust to the needs of the school, actively contributing to the school development plans and growth;
* Demonstrate thorough curriculum knowledge, teach and assess effectively;
* Be able to teach History at Key Stage 3 at IGCSE and A Level
* Use the student tracking and monitoring process to advance student learning and enhance professional practice in line with the school’s aspirations and priorities;
* Take personal responsibility for professional development;
* Communicate effectively the school’s narrative, being an ambassador for our school at all times.
 | NAE Teacher Standards 1-9  |
| **Planning, Teaching and Learning****Maximise learning by:*** Inspiring students to be passionate, curious, exited learners.
* Setting consistently high standards;
* Develop effective approaches to learning in students;
* Monitoring, evaluating and developing teaching;
* Planning effective teaching programmes which provide exemplary learning opportunities;
* Identifying and supporting individual learning needs;
* Maintaining high levels of behaviour that encourage learning;
* Effectively using homework and co-curricular learning opportunities;
 | NAE Teacher Standards 1,2 and 3 - Planning, Preparation and Subject Matter Expertise  |
| **Feedback, Tracking, Assessment, Recording, Reporting*** Make effective use of formative feedback and summative assessment to plan challenging learning opportunities for all students;
* Monitor and record students’ learning to ensure they remain on track to achieve challenging targets;
* Report on progress to appropriate stakeholders - students, parents, form tutors and Head of Department
 | NAE Teacher Standards 4, 5 and 6 -Students’ Progress, Outcomes and Assessment |
| **Pastoral Care*** Be the first point of contact and provide pastoral care to students;
* To take on the role of form tutor to any year group in Secondary;
* Maintain a purposeful and safe learning environment for all students;
* Promote the general progress and well-being of individual students and of the class as a whole;
* Contribute to the preparation of action plans and other support mechanisms;
* Communicate effectively with parents, liaising with other staff as appropriate.
 | NAE Teacher Standards 7, 8 and 9 - Professional Conduct and Relationships |
| **Extra-Curricular Activities*** Support the life of the school beyond the classroom;
* Undertake the planning and organization of day trips within the subject as required;
* Deliver extra-curricular clubs in line with the school’s expectations;
* Support all Key Stage events such as productions and assemblies.
 | NAE Teacher Standard 8 - Professional Conduct and Relationships |
| **Personal Development** * Participate fully in the school’s Performance Management procedures and appraisal, including objective setting
* Continual development through the identification and implementation of your own Personal Development Plan, leading to improved performance
* Participate in learning walks, observations and coaching, as appropriate
 | NAE Teacher Standard 7 - Professional Conduct and Relationships |

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| **PERSON SPECIFICATIONS** |
| **Qualifications/Training** |
| Qualified to degree level or above plus PGCE/QTS | Essential |
| Experience of delivering a UK National Curriculum to KS3  | Essential  |
| Experience of delivering (I)GCSE and A Level | Essential |
| **Experience**  |
| Proven track record with at least three years’ teaching experience | Essential |
| Experience of being part of a highly successful department and school | Highly Desirable |
| Good classroom practice and interpersonal skills | Essential |
| Demonstrable evidence of innovating and adapting curricula to engage students and enable them to reach their potential | Essential |
| Working in partnership with parents | Essential |
| **Skills** |  |
| Excellent oral and written communication skills | Essential |
| Ability to teach different age-ranges and English proficiency levels. | Desirable |
| Ability to engage students and enable them to perform highly | Essential  |
| Evidence of commitment to continuous professional development | Essential |
| Confident global citizen or a willingness to become one | Desirable |
| Understand the complex and demanding environment of an international school community | Desirable |
| **Personal Attributes** |
| High levels of personal integrityConscientious and able to focus on completing work to a consistently high standardFlexible and positive approach to workExcellent organisational and time-management skills; high attention to detailAbility to work to tight deadlines and able to prompt others to ensure deadlines are achievedAdaptable to working in a fast paced ever changing environmentAbility to work under pressure and remain calm Proactive and willingness to take on multiple tasksSelf-motivated and enthusiasticAbility to work independentlyMust be a team player, willing to help and be flexibleContinually strive for improvement |
| **Other**  |
| 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 Vietnam.A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required |

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| **PHILOSOPHY AND VALUES** |
| **We are ambitious for our students, our people and our family of schools. We believe that:*** There is no limit to what every person can achieve.
* Creativity and challenge help us get better every day.
* Learning should be personalised.
* Unique global opportunities enhance the learning experience.

**The NAE Commitment**At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition.** These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.**Promote and embodies *The CORE 7 Leadership Capabilities:*** * **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
* **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
* **Collaborative** – Works collaboratively with others to achieve organisational outcomes
* **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
* **Enabling** – Drives excellence through valuing and developing others
* **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
* **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations
 | * Role-model the ‘Be Ambitious’ philosophy each day
* Feedback as a valued member of the team and the wider organisation
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**NAE Teacher Standards**

**Planning, Preparation and Subject Matter Expertise**

1. Has a well-developed, extensive knowledge of subject specialism and related pedagogy
2. Conceptualises, plans and teaches well-structured lessons and programmes that engage, inspire and stretch students; encouraging them to be ambitious
3. Has high expectations of behaviour, establishes leadership in the classroom and uses a variety of management strategies to ensure effective and productive classes for students

**Students’ Progress, Outcomes and Assessment**

1. Sets high expectations for students; inspiring, motivating and challenging students to achieve excellent progress and ambitious outcomes
2. Demonstrates extensive knowledge and use of informal and formal assessment to refine practice and promote the highest outcomes
3. Adapts and tailors teaching to the needs of individual students, creating a student-centric environment, with independent learners prepared for life in the 21st century

**Professional Conduct and Relationships**

1. Demonstrates the highest levels of integrity, ethics and standards of personal and professional conduct; deeply committed to her/his own personal and professional development
2. Actively and enthusiastically contributes beyond the classroom in the wider context of the school community
3. Establishes and maintains positive, respectful, ethical and collaborative relationships with students, parents and colleagues