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| **LOCATION** | The British School Yangon (BSY), Myanmar | |
| **JOB TITLE** | Music Teaching Assistant | |
| **JOB PURPOSE** | To work under the guidance of the Creative Arts Team to develop musicality, support teaching staff and ensure the welfare and well being of students to provide a world class education to the pupils of the school. | |
| **REPORTING TO** | Director of Creative Arts | |
| **DIRECT REPORTS** | N/A | |
| **OTHER KEY**  **RELATIONSHIPS** | Students, families (current or prospective) and Creative Arts Team | |
| **PACKAGE** | Competitive | |
| **SAFER PRACTICES** | **The British School Yangon is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including references from previous employers in accordance with our recruitment policy. Interviews will be conducted in person, and they will explore candidates’ suitability to work with children.** | |
| **KEY RESULT AREA** | | **MEASURES OF PERFORMANCE** |
| **Support for Pupils**   * To be present between the hours of 7.30am and 4.00pm daily and other hours as required by the school * To support pupils’ musical development and promote independence in a safe, secure, challenging environment employing strategies to recognise and reward achievement of self-reliance * To support the musical learning of individuals and groups of pupils as identified and to act as a role model, setting high expectations * To focus on individual pupils to ensure their needs are being met within the group * To encourage pupils to interact and work cooperatively with others * To observe, record and support the development and progress of pupils to identify individual needs and difficulties and to feedback to pupils in relation to their progress and achievement * To promote the inclusion and acceptance of all pupils within the classroom | | |
| **Support for Teachers**   * To plan with teachers the daily/weekly programme of lessons, activities and events in order to support pupils and adjust lessons/work plans as appropriate * Occasional supervision of the class in the course of short term absences of teachers focusing on maintaining good order and to keep pupils on task under the guidance of teaching staff and within an agreed system of supervision * To liaise with other professionals to ensure an appropriate learning environment * To listen, support and discuss issues sensitively with parents and carers where relevant and to participate in feedback sessions/meetings with parents * To monitor and evaluate pupil’s responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives * To provide objective and accurate feedback and reports as required to the teacher on pupil achievement progress and other matters ensuring the availability of appropriate evidence * To provide general clerical support, e.g. administer coursework, produce worksheets for agreed activities, photocopying. filing, receiving and passing money to the school office etc * To work with an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence. | | |
| **Support for the Curriculum**   * To prepare, plan and manage specific activities/teaching programmes, adjusting activities according to pupils’ responses/needs * To set out and prepare musical equipment as appropropriate * To support the use of ICT in learning activities and develop pupils’ competence and independence in its use * To help pupils access learning activities through specialist support * To determine the need for, prepare and maintain general and specialist equipment and resources | | |
| **Support for the school**   * To promote the policies and ethos of the school, e.g. personal and social and to promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour * To capture and/or display pupils work to reflect their achievement * To supervise pupils on outings and visits as required * To supervise pupils at break/lunchtimes * To attend staff meetings as required * To be aware of and comply with policies and procedures relating to child protection, health, safety and security and to refer all concerns to the Headteacher, receiving training where necessary from the school * To treat all information relating to a pupil as strictly confidential, and to be aware of and comply with school policy and practice, receiving training where necessary from the school * To be a proactive member of the school and class team * To participate positively and professionally in effective relationships with team members * To establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils * To take an active role in the life of the school beyond the classroom. * To support the ASC Coordinator and the school in delivering after school clubs, concerts and productions * To support all Creative Arts events such as productions, concerts and recitals | | |
| **Personal Development**   * To be part of the SDC process whereby we seek self-reflection/setting of targets and recording actions to improve those targets * To attend relevant courses and learning activities provided by the school in order to update knowledge as required * To take opportunities to develop own areas of interest and expertise and to use these to advise and support others or to organise specific projects | | |
| * Any other appropriate duties as allocated by the Principal or Headteacher   **Be a valued member of the team and organisation** | | |

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| **PERSON SPECIFICATIONS** | |
| **Experience / Knowledge** | |
| * Experience of working with children/young people | Highly Desirable |
| * Recent experience of working in a school. | Highly Desirable |
| * Experience of relevant age group. | Desirable |
| * An understanding of the varied needs of children as they develop socially and academically. | Highly Desirable |
| * A knowledge of behaviour management techniques that support school and classroom practices. | Highly Desirable |
| * Ability to prioritise workloads and to work on own initiative | Essential |
| **Skills and Aptitudes** | |
| * A commitment to promoting equal opportunities and meeting individual needs. | Essential |
| * Awareness of confidentiality. | Essential |
| * Ability to work as part of a team. | Essential |
| * Able to manage time effectively. | Essential |
| * Ability to be flexible to the needs of the children. | Essential |
| * Effective communication and interpersonal skills. | Essential |
| **Other Qualities** | |
| * Relish the prospect of collegial planning and teaching within the wonderful country of Myanmar | Essential |
| * Be able to engage and inspire new learners of English | Essential |
| * Be open to ideas, to continued professional development | Essential |
| * Be energetic and prepared to go the extra mile in shaping the school’s future | Essential |
| **Personal Attributes** | |
| * High levels of personal integrity. | Essential |
| * Excellent organisational and time-management skills | Essential |
| * Attention to detail | Essential |
| * Enjoy the challenge of working in a premium international school | Essential |
| * Ability to work under pressure and remain calm | Essential |
| * Willingness to take on multiple tasks | Essential |
| * Proactive and able to prompt others to ensure deadlines are achieved | Essential |
| * Self-motivated and enthusiastic | Essential |
| * Ability to work independently | Essential |
| * Continually strive for improvement | Essential |

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| **Other** |
| * Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK or be able to secure one * Compliance with visa requirements for working in Myanmar. * 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 |

Dear Applicant,

Nord Anglia Education is the world’s leading premium international schools organisation. Our 56 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 51,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 10,000 teachers and staff, working in 56 schools located in 27 countries around the world supporting our students’ learning. Together, we educate over 51,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students’ academic achievement exceeds global averages across every key stage. On average, our students’ score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world’s top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.

**Paul Holyome**

**Principal**