



JOB DESCRIPTION 2022/2023

Job Title	Primary School Class Teacher/Subject Specific Teacher
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1. OVERVIEW

As a member of the Primary School teaching team, you will have responsibility for both the daily operational structures and long-term strategic goal setting for a specific group of children within the Primary School. A teaching role at the Arbor School includes, but is not exclusive to, pastoral care of children, world class teaching and learning, and analysis of assessments and consistency of standards being taught. You play an integral role as one of our 'leaders of learning', assisting the Primary Leadership Team at the Arbor School, in embedding and fostering a learning culture centred around our Strategic Intent and Guiding Visions: The Mission Statement and The Arbor Promise.

You share with all colleagues a responsibility for:

- Doing all that you can to ensure that you safeguard and promote the welfare of students (in line with Arbor's Safeguarding framework/policy/Code of Conduct).
- Positively and actively promoting the Arbor vision, mission, and values.
- Ensuring your practice is in line with the Arbor Staff Handbook, the Arbor Teacher: A Framework for Outstanding Teaching and Leading at Arbor: A Framework for Developing Leadership.
- Ensuring a collective approach to maintaining a high standard of positive behaviour management throughout the Primary School, as per the Arbor School Behaviour for Learning policy and procedures.
- Implementing, where appropriate, school policies, procedures and expected practices, as identified by the Senior Leadership Team at the Arbor School.
- Liaising closely with parents to ensure effective home/school partnership, communicating and consulting with the parents of students.

2. KEY RESPONSIBILITIES

2.1. CARE AND RESPONSIBILITY

RELATRIONSHIPS:

- Tare and responsibility for welfare and happiness of yourself, your colleagues and your students.
- Create a climate for learning that maximises progress, wonder, excitement, and curiosity.

BEAVIOUR MANAGEMENT:

- Have high expectations of behaviour from all at the Arbor School and see this as a collective approach.
- Follow the framework of positive behaviours for learning.
- Apply a range of agreed strategies consistently and fairly to create an equitable learning environment.

INCLUSION:

- Use agreed approaches appropriate to students' needs.
- Identify any barriers to learning and act to mitigate them, ensuring quality first teaching as well as working alongside our Inclusion Team.
- Provide challenge and support daily for all your students.
- When planning, consider the capabilities and prior learning, and build this into the planning cycle.

SOCIAL DECELOPMENT:

- Have a good understanding and recognise social and emotional development of children.
- Within the learning environment encourage and promote student agency (voice, choice and ownership).
- Build a class ethos where a 'culture of errors = opportunity and growth'.
- Promote independence with your students and their learning.
- Encourage responsible and conscientious attitude for all our children do.

2.2. EXPERT PRACTITIONER

UNDERSTANDING OF LEARNING:

- Have a strong awareness of the development of children based on the age you are teaching, as well as age/stage before and after.
- Hold a critical understanding of relevant subject/s and of how students learn.
- Deliver effective explanations with explicit models through higher order thinking and open questions, with carefully constricted provocations.
- Explicitly plan for and address misconceptions as they occur, maintaining the highest possible standards.
- Regularly check for understanding and mould practice to suit.
- Provide opportunity for deliberate practice in all lessons.
- Expect high standards of literacy, articulacy, and correct use of standard English in all subject areas and life about the Arbor School.

LINKING THINKING:

- Plan for teaching and learning that is progressively challenging, appropriate to age and stage.
- Have clear connections between prior and current learning, as well as a transdisciplinary approach in all you do.
- Have clear, specific and achievable driving and learning questions.
- Consider prior and future attainment in the planning cycle.
- Provide timely, specific, and detailed feedback appropriate to the age of the child and in line with the Arbor feedback guidelines.
- Provide quality time for the students to reflect and act.

INFO-SMART:

- Has a clear understanding of the needs of all students.
- Use and evaluate distinctive teaching approaches.
- Use relevant data to monitor progress and deliver quality first teaching.
- Set targets and subsequent learning based on outcome and evaluation.
- Be an expert in the design and execution of high quality assessment (age/stage appropriate).
- Have an awareness of statutory and non-statutory curricula and frameworks.

INSPIRATIONAL:

- Plan projects/all subjects that inspire deep inquiry (teacher and student led).
- Encourage independence for your students.
- Ensure your students develop individualised goals and know where they are headed.

2.3. THE ARBOR EXPERIENCE

ECO-LITERACY, SUSTAINABILITY AND ENVIRONMENTAL SOCIAL JUSTICE:

- Provide innovative education based on the concepts of eco-literacy, sustainability and global environmental justice.
- Demonstrate ecological literacy and purposefully thread into own practice.
- Ensure meaningful use of resources and facilities
- Allow students to make connections between interdependent systems.
- Ensure students demonstrate mindfulness and empathy.
- Make connections between school, home, and the wider community and be explicit with these connections.

INSPIRING CURRICULUM:

- Blend a traditional knowledge rich curriculum, with progressive, constructivist approaches.
- Review design and delivery of a curriculum that impacts own practice and the practice of others.
- Build a curriculum that ensure local and international contexts and cultures are developed and understood.
- Ensure all students access a rich, authentic, and place-based programme.
- Ensure practice aligns with requirements of NCfE.

INDIVIDUALISED AND INCLUSIVE:

- Provide a highly personalised learning environment where every child thrives in your care.
- Make sure students can identify their current learning goal, strategies to improve and methods for tracking improvement and success.
- Skilfully develop students' capability in the academic and social capacities.
- Deploy technology within the classroom to enrich and/or accelerate learning.

WIDER-LEARNING:

- Provide home learning and other activities beyond the classroom that reflect current learning and aligned to the Arbor School's home learning principles.
- Include multiple enriching experiences in all aspects of learning.
- Ensure students use a range of tools for reflection.

2.4.A PROFESSIONAL LEARNING COMMUNITY**EFFECTIVE PARTNERSHIPS:**

- Have effective professional working relationships with colleagues, drawing on advice and specialist support.

OWN PROFESSIONAL DEVELOPMENT:

- Identify appropriate CPD and take ownership of personal growth.
- Take part in significant professional enquiry.

CULTURE OF CANDOR:

- Provide timely, targeted, and specific feedback to colleagues.
- Willingly receive feedback from colleagues and act where and when required.

PROFESSIONAL CURIOSITY:

- Engage with current educational research, thought leadership and intellectual professional dialogue.
- Collate evidence to assess the level of impact of a strategy.
- Use a range of quantitative and qualitative data sources to improve practice for self and students.

2.5.A COMMUNITY OF PROFESSIONALS**PRINCIPLED:**

- Maintain high standards of personal ethics and behaviour.
- Have proper and professional regard for the ethos, policies, and practices of the school.
- Maintain high standards of attendance and punctuality.
- Communicate appropriately with students, parents, and colleagues.

SAFE:

- Have regard for the need to safeguard students' wellbeing and act in line with the Arbor School practices.

KIND:

- Show tolerance, kindness, consideration and understanding towards others at all times.

CONTRIBUTES:

- Make a positive contribution to the wider life and ethos of the school.
- Actively promote and represent the school within the wider community.
- Be an active participant in the sharing of Arbor successes and ethos.

2.6. OTHER

- The Arbor Primary School teachers will have a full teaching timetable with 75%-80% contact time with students.
- This job description sets out the principal responsibilities of the post but does not describe each of the tasks that it may be necessary to carry out.
- This job description may be reviewed from time to time in consultation with the post holder to address changing circumstances or priorities within the school.

SAFEGUARDING STATEMENT

The Arbor School is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We hold ourselves to a high standard of effective safer recruitment practices with specific attention to child protection. All appointments are subject to CV and qualification checks, interview, identity checks, criminal record checks (home country and countries taught in), and successful professional references. ***All appointments are subject to the approval of the Knowledge and Human Development Authority and the Ministry of Human Resources and Emiratization here in Dubai.***

3. ORGANISATIONAL STRUCTURE

Line Manager	Assistant Head of Primary School/ Head of Early Years
Direct Reports	LSA
	HLTA

4. QUALIFICATION REQUIREMENTS

Years of Related Experience	Minimum two years of teaching experience within a British Primary School – subject teacher must have at least 2 years teaching the subject. Experience and understanding of the National Curriculum for England	
Education	Bachelor's degree in Education or a bachelor's degree with a Postgraduate Certificate in Education with QTS or equivalent	
Professional Certifications	Qualified Teacher Status	Mandatory
Languages	English	Fluent / Native
IT Skills	Microsoft Office	Advanced
	Use of ICT Devices	Advanced