

Ajman Academy Classroom Teacher Job Description

Teacher Reports to: Primary School Principal

OUR VISION

World-leading learning for all.

OUR MISSION

To inspire all learners to be the most innovative and successful individuals they can be in an ever-changing world.

OUR PHILOSOPHY

To:

- Provide an authentic and rich child-centered environment.
- Strengthen the giftedness and uniqueness of all through opportunities to create, express and lead.
- Nurture digital citizenship and innovation to world-class standards.
- Foster a deep sense of personal and cultural identity rooted in international-mindedness.
- Promote an appreciation of Islamic and Emirati cultures.
- Enquire, reflect and act positively in all areas of school life, in line with the philosophy of the International Baccalaureate Organization.

OUR VALUES

- Happiness
- Positivity
- Success
- Responsibility
- Individuality
- Co-operation
- Respect

OUR MOTTO

We all succeed, every day.

Qualifications and Skills:

To have:

- Hold a degree in Education
- Have a minimum of 3 years of PYP teaching experience
- Have excellent communication skills
- Have excellent organizational skills
- Have very good ICT skills
- Have excellent interpersonal skills
- Preferably bilingual (English & Arabic)

Job Purpose:

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Responsibilities:

I. TEACHING

I.1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behavior which are expected of students.

I.2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impact on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

I.3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

I.4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

I.5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

I.6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons

- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

1.7 Manage behavior effectively to ensure a good and safe learning environment

- have clear rules and routines for behavior in classrooms, and take responsibility for promoting good and courteous behavior both in classrooms and around the school, in accordance with the school's behavior policy
- have high expectations of behavior, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

1.8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

2. PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behavior and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behavior, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- Not undermining fundamental values, including, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Reporting Relationship:

A classroom teacher reports directly to the School Primary Principal for carrying out his/her duties and responsibilities.

The above Job Description will be reviewed on an annual basis.

Received by:	Approved by Principal:	Received by HRM:
Name & Signature:	Name & Signature:	Name & Signature:
Date:	Date:	Date: