



Compassionate and Inspired World Citizens

JOB DESCRIPTION

ICS is an independent, IB World School, with 40 years' history, providing an international IB education to students aged 3 - 18. In addition, excellent examination results for its IB Diploma graduates, and a successful academic programme in both the primary and middle school, make the School a unique, exciting pedagogical offer for international, as well as British, families. Students graduate from the School and enter competitive university programmes around the world including the UK and the USA. A successful and highly regarded English Language Summer School – certified through the British Council - completes the academic provision of the School. ICS is part of the NACE Group of Schools and is a member of the Independent Schools Association (ISA).

ICS has a commitment to safeguarding and promoting the welfare of children and young people. All appointments are subject to Enhanced DBS checks/Overseas Police Checks and Prohibition check. During interview all candidates will be asked to talk through their applications, including periods when they were not working. ICS is committed to equal opportunities.

JOB TITLE
IB History /Individuals and Societies Teacher

REPORTING TO
Head of Humanities

WORKING HOURS/DAYS
08.30 – 16.30 , Monday- Friday

CONTRACT
Full-time permanent contract

START DATE
14 August 2019

LOCATION
ICS Secondary, 21 Star Street, London W2 1QB

SALARY
Competitive + stipends for extra responsibilities Dependent on qualifications and experience.

HOLIDAYS

13 weeks according to the school calendar

APPRAISAL

On an annual basis via self/peer/line-manager appraisal.

SALARY REVIEW

On an annual basis. Increases to be based on individual performance, economic conditions and school budgetary considerations.

MAIN OBJECTIVE

To ensure a rich and stimulating learning environment and instruct students within the prescribed curriculum, and work co-operatively with colleagues.

CONTEXT

This job is located at ICS Secondary School, London, where the post holder will be responsible for planning, delivery and monitoring of classes to our learners. The post holder will play a full role in the everyday life of the school, including duties, cover, meetings and extra-curricular activities.

ICS INCLUSION STATEMENT**OUR BELIEFS ABOUT INCLUSION**

- We believe in increasing opportunities for children to access a quality IB education
- We believe that an inclusive approach is enriching to the entire school community
- We believe that inclusion aligns with our mission - 'Compassionate and Inspired World Citizens'
- We believe that inclusive environments develop empathy and an understanding of others and one's self

INCLUSION AT ICS

We are proud that we successfully include children with a variety of linguistic, cultural, emotional and mild and moderate learning differences in our school. We are a team of teachers, therapists, specialists and leaders who work together to share responsibility for all children. Our goal is that every adult and child is active in building and maintaining a culture of respect and understanding. We ensure that every student is an equally valued member of the school community. We provide an environment where students learn, progress, and are happy.

RESPONSIBILITIES / DUTIES

Curriculum, Assessment, and Pedagogy

- Lead and develop the delivery of the IB Diploma History course and History/Individuals and Societies MYP at the school.
- Work collaboratively within and across departmental structures in the school
- Teach classes in accordance with the curriculum guidelines
- Prepare yearly schemes of work as well as termly and unit plans for the classes to be taught
- Planning is based on a thorough knowledge of students' achievements and their strengths and weaknesses.
- Work in conjunction with colleagues to ensure an interdisciplinary / collaborative approach to learning takes place
- Teaching is designed to engender an infectious enthusiasm and enjoyment of learning among the students.
- A range of teaching methodologies and resources are used to stimulate interest, promote creativity and encourage students to think and learn independently.
- Differentiate lessons appropriately to ensure every student has the opportunity to experience success, thus facilitating the school's inclusive policy
- Teacher demonstrates excellent subject knowledge and an understanding of the demands of IB MYP and Diploma examinations and where appropriate, ensure that students are very well prepared to take these and any entrance requirements for their next phase of education.
- Know the requirements of the subject in accordance with the IB subject guide
- Follow the internal assessment guidelines as outlined in the subject guide
- Prepare learning strategies according to the curriculum and assessment structures in place
- Assess, record, monitor and report on student development, progress and achievement in a focused and detailed manner which clearly indicates the amount of progress made in accordance with the IB MYP, DP and Preparation curricular and school's assessment policies.
- Fully utilise the school's data management systems, including ManageBac
- Take part in departmental and inter-departmental student moderation exercises
- Set and mark homework regularly and develop strategies to engage students in the assessment of their own learning
- Work collaboratively with co-teachers, the Student Support Department and the English Preparation Department
- Develop Outdoor Classroom/experiential learning experiences for their subject area
- Embed ICT strategies into the delivery, content and areas of assessment for their subject area
- Contribute to extra curricular activities including after school clubs, school events such as International Day, Sports Day, concerts and plays etc
- Participate in the school's Field Studies Programme

Pastoral

- Counsel and advise students according to their needs

- Provide a safe, effective, challenging learning environment and an attractive and welcoming classroom
- Maintain due regard for safeguarding student health and safety on and off the school site when school is in session
- Maintain good discipline in the classroom and the school premises by taking appropriate steps to address misconduct and report accordingly
- Take responsibility for running an after school club according to the stated guidelines
- Take responsibility for the safety of students through supervision duties
- Offer all students equal opportunities to learn and maintain an environment in which no student is exposed to discriminatory behaviour

PROFESSIONAL DEVELOPMENT & ADMINISTRATION

- Undertake regular training and update practice and methodology
- Participate in staff and departmental, in-service training, parents evenings and school functions according to the published schedule
- Maintain a high standard of courtesy and professional relationship with all colleagues, students, parents and interested parties and in particular show full respect for the cultures and background of all students, parents and colleagues
- Cover for absent colleagues when necessary
- Complete attendance registers as per school policy
- Cooperate fully in the annual teacher appraisal procedure
- Undertake any other reasonable requests made by line manager

PERSON SPECIFICATION

JOB TITLE

IB History/ Individuals and Societies Teacher

QUALIFICATIONS

Essential	Desirable
<ul style="list-style-type: none"> ▪ Teaching qualification in Secondary education ▪ Degree in relevant teaching area 	<ul style="list-style-type: none"> • First Aid qualifications • EFL/ESL qualifications • SEN qualifications • ICT qualifications • Coaching/training qualifications • First Aid qualifications • QTS

EXPERIENCE

Essential	Desirable
<ul style="list-style-type: none"> ▪ Experience teaching at Secondary School level 	<ul style="list-style-type: none"> • Experience teaching International Baccalaureate MYP and Diploma level • Experience of teaching Theory of Knowledge in Diploma • Experience of International Education • Experience teaching students with Special Educational Needs and English as a Second Language

SKILLS	
Essential	Desirable
<ul style="list-style-type: none"> • Native Speaker level in written and spoken English • Ability to provide dynamic, motivational, learner centred, interdisciplinary classroom activities • High level of communication, teaching and presentation skills • Strong ICT skills • Ability to differentiate lessons to a variety of learning styles and ability levels • High level of time management skills • Ability to maintain appropriate standard of discipline in classroom • Ability to teach/coach/supervise extra curricular activities • Ability to show initiative and contribute new ideas • Ability to self brief in areas of curriculum and new pedagogical developments • Ability to set a high standard of leadership in the classroom 	<ul style="list-style-type: none"> ▪ Ability to lead and/or facilitate in-house training ▪ Ability to design and deliver papers and workshops at external conferences ▪ Ability to speak other languages

KNOWLEDGE	
Essential	Desirable
<ul style="list-style-type: none"> ▪ Understanding of other cultures ▪ Understanding of equal opportunities policies, and the impact that such a policy has on a class of students ▪ Knowledge of a variety of pedagogical approaches, and ability to apply each one as and when required 	<ul style="list-style-type: none"> ▪ Knowledge of the IBO and its Primary, Middle and Diploma programmes ▪ Knowledge of mixed culture teaching and learning

OTHER ATTRIBUTES	
Essential	Desirable
<ul style="list-style-type: none"> ▪ Strong commitment to child protection and safeguarding ▪ Commitment to the IB Programme and philosophy ▪ Commitment to continuing professional and personal development 	