

LOCATION	Nord Anglia International School Al Khor (NAISAK)
JOB TITLE	Secondary Teacher
JOB PURPOSE	<p>The Secondary Teacher will develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. The Secondary Teacher is involved in the social, intellectual, physical and moral development of students in their subject classroom in general, and in their tutor group especially. They need a passion to inspire young minds and a commitment to ensuring that every child achieves their potential.</p> <p>The Secondary Teacher will develop schemes of work and lesson plans in line with curriculum, stage and whole-school objectives. They will facilitate learning by establishing a relationship with students and by the organisation of learning resources and the classroom learning environment.</p> <p>The Secondary Teacher will assess and record progress made, linking students' knowledge to earlier learning, and develop ways to encourage it further, challenging and inspiring students to help them deepen their knowledge and understanding.</p>
REPORTING TO	A member of the Secondary School Leadership Team
DIRECT REPORTS	Secondary Team/Learning Assistants
OTHER KEY RELATIONSHIPS	Senior Leadership Team, Extended Leadership Team, NAISAK Community

Personal Attributes
<ul style="list-style-type: none"> <li>▪ Ability to challenge and inspire students, the vast majority of which speak English as an Additional Language</li> <li>▪ High levels of personal integrity</li> <li>▪ Conscientious and able to focus on completing work to a consistently high standard</li> <li>▪ Flexible and positive approach to work</li> <li>▪ Excellent organisational and time-management skills; high attention to detail</li> <li>▪ Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved</li> <li>▪ Adaptable to working in a fast paced ever changing environment</li> <li>▪ Ability to work under pressure and remain calm</li> <li>▪ Proactive and willingness to take on multiple tasks</li> <li>▪ Self-motivated and enthusiastic</li> <li>▪ Ability to work independently</li> <li>▪ Must be a team player, willing to help and be flexible</li> <li>▪ Continually strive for improvement</li> </ul>
Other
<ul style="list-style-type: none"> <li>▪ Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.</li> <li>▪ Compliance with visa requirements for working in [Location].</li> </ul>

- A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required

### 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.

- Role-model the 'Be Ambitious' philosophy each day
- Feedback as a valued member of the team and the wider organisation

### Key Result Area

The Secondary Teacher promotes and embodies *The CORE 7 Leadership Capabilities*. As such, the Secondary Teacher has as a mission to:

### Measures Of Performance

- 1. Accountable** – The Secondary Teacher establishes a high performing culture and accepts accountability for organisational performance.
  - Establish a safe and purposeful working environment for all
  - Instil a learning culture of pride and respect within the classroom
  - Plan effective teaching programmes which provide exemplary learning opportunities within and beyond the classroom
  - Make use of formative and summative assessments to plan challenging learning opportunities for all students
  - Track and record student progress as per policy to ensure they remain on track to meet challenging objectives
  - Reflect on progress tracking to make necessary adjustments to enhance progress and attainment
  - Complete the reporting tasks to meet expectations

Student performance and outcomes  
Classroom observations  
Tutor group data  
Performance Review

<ul style="list-style-type: none"> <li>▪ Engage and challenge student learning through questioning and discussion techniques and proven pedagogical strategies</li> <li>▪ Maintain high levels of behaviour and discipline at all times, within the classroom environment, during transition and break times</li> <li>▪ Take part in the Duty Schedule proactively and conscientiously</li> <li>▪ Fulfil the role of Form Tutor</li> <li>▪ Closely follow monitoring procedures of tutees (attendance, behaviour, uniform, equipment, routines, communication with parents, wellbeing)</li> <li>▪ Meet personal Performance targets</li> <li>▪ Follow organisational procedures and expectations at all times</li> <li>▪ Act as an advocate for the school within the wider community</li> <li>▪ Promote and adhere to Nord Anglia Education's vision and values</li> </ul>	
<p><b>2. Strategic</b> – The Secondary Teacher leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction.</p> <ul style="list-style-type: none"> <li>▪ Contribute to the School Improvement Plan and promote the learning priorities of the School Development Plan</li> <li>▪ Communicate the school's vision within his/her own classroom, during subject time and tutor time</li> <li>▪ Communicate with students/tutees' parents as per procedures in place to promote the school's vision and policies</li> <li>▪ Implement innovative teaching practices to improve student outcomes and experiences</li> <li>▪ Analyse student data effectively, implementing necessary changes to improve standards</li> <li>▪ Reflect on students' and personal performance to engage into informed discussions with colleagues and line manager</li> <li>▪ Operate at all times within the stated policies and practices of the school</li> </ul>	<p>Data tracking/results Classroom observations Performance Review</p>
<p><b>3. Collaborative</b> – The Secondary Teacher works collaboratively with others to achieve organisational outcomes.</p> <ul style="list-style-type: none"> <li>▪ Work collaboratively and cooperatively with colleagues across the Secondary Stage and other stages as appropriate/necessary</li> <li>▪ Contribute in an informed manner to the preparation of action plans and other support mechanisms</li> </ul>	<p>Subject team's curriculum documents and meeting minutes Other relevant meeting minutes Classroom observations Participation on NAU Peer/Parent feedback</p>

<ul style="list-style-type: none"> <li>▪ Work collaboratively within his/her subject team to develop effective, research- and context-based curriculum maps and schemes of learning</li> <li>▪ Work collaboratively within his/her Tutor group's year group to promote the wellbeing and performance of the students</li> <li>▪ Work collaboratively within the subject team and the Tutor group's year group to promote productive Behaviour for Learning in class in particular and around school in general</li> <li>▪ Enable collaboration by providing opportunities for students to work collaboratively</li> <li>▪ Create a classroom environment where students act with integrity and are receptive to the ideas of others</li> <li>▪ Promote opportunities for students to take advantage of NAE initiatives e.g. Global Campus</li> <li>▪ Use NAU to collaborate with teachers from across the family of schools</li> <li>▪ Engage with all school stakeholders in a respectful, open and inclusive manner</li> </ul>	
<p><b>4. Entrepreneurial</b> – The Secondary Teacher creates organisational value for diverse stakeholders and achieves commercial success.</p> <ul style="list-style-type: none"> <li>▪ Take ownership of his/her classroom by being cognizant of budgets and impact of performance on budgets</li> <li>▪ Utilise available resources to their maximum to heighten the benefit of the investment</li> <li>▪ Create and prioritise learning- and context-focused wishlists in line with the SDP and within the budget expectations</li> <li>▪ Implement innovative ways of engaging students and parents to the wider school and NAE community</li> <li>▪ Share and contribute ideas within the school and through NAU</li> <li>▪ Contribute ideas that will increase the revenue of the school</li> </ul>	<p>Classroom observations Supporting capacity</p>
<p><b>5. Enabling</b> – The Secondary Teacher drives excellence through valuing and developing others.</p> <ul style="list-style-type: none"> <li>▪ Promote excellence in teaching; sharing best practice with colleagues and peers during subject-team, stage or whole-school meetings and on NAU</li> <li>▪ Engage and motivate students as well as enable them to make decisions, develop personal goals and achieve success, during both lesson time and tutor sessions</li> </ul>	<p>Classroom observations Student engagement Parent feedback/survey Performance Review Personal Development Plan progress</p>

<ul style="list-style-type: none"> <li>▪ Celebrate individual and shared success of the Secondary Stage, and take the initiative to contribute posts for Facebook and the e-Newsletter</li> <li>▪ Establish positive relationships with students and parents</li> <li>▪ Provide necessary support and training for Learning Assistants, as necessary</li> <li>▪ Is proactive in managing personal PMPD and CPD opportunities</li> </ul>	
<p><b>6. Agile</b> – The Secondary Teacher achieves personal and organisational success within a changing, dynamic and complex environment.</p> <ul style="list-style-type: none"> <li>▪ Take on an additional subject to teach if the need arises within the structure of the curriculum</li> <li>▪ Prioritise tasks to ensure deadlines are met</li> <li>▪ Ensure that students’ personal development is effectively promoted through the curriculum and other activities</li> <li>▪ Adapt approach and behaviour to meet changing conditions and expectations within the Secondary Stage and the school as a whole</li> <li>▪ Demonstrate tolerance to change and acceptance of alternative views, being inclusive and respectful of other’s viewpoints</li> <li>▪ Be open to learning and seeking out new ideas and innovations that will benefit his/her own practice, and consequently the students and the school</li> <li>▪ Build constructive relationships with students, staff and parents</li> <li>▪ Act with a high degree of cultural sensitivity and respect diversity of the school community</li> </ul>	<p>Deadlines met Classroom observations Parent feedback</p>
<p><b>7. Resilient</b> – The Secondary Teacher demonstrates personal resilience within a demanding environment of high expectations.</p> <ul style="list-style-type: none"> <li>▪ Be organised and meet deadlines</li> <li>▪ Supervise and ensure the Health and Safety of all students at all times in general, during assigned break duties in particular</li> <li>▪ Work well in a fast-paced environment with a relentless focus on improvement</li> <li>▪ Work independently and as part of a team striving for self-, mutual and general improvement</li> <li>▪ Manage emotions and be aware of the impact of personal actions upon others</li> </ul>	<p>High expectations are all met Positive and enthusiastic attitude End of PMPD cycle rating</p>

<ul style="list-style-type: none"> <li>Face challenges with energy and enthusiasm, and be open to reflecting on and learning from successes and set-backs</li> <li>Seek advice and feedback from mentors and line managers</li> <li>Demonstrate enthusiasm for the school, promoting the goals of NAISAK and NAE</li> </ul>	
<b>Personal Development</b> <ul style="list-style-type: none"> <li>Continual development through the identification and implementation of your own Personal Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>Improved performance</li> <li>Performance appraisal</li> <li>Personal Development Plan</li> </ul>
<b>Implicit responsibilities</b> <ul style="list-style-type: none"> <li>Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation.</li> <li>Each individual must ensure that they adhere to a commitment to safeguarding and promoting the welfare of all children.</li> <li>Each individual must display willingness to undertake appropriate child protection training when required.</li> </ul>	

PERSONAL SPECIFICATIONS	
<b>Qualifications/Training:</b>	
Is university educated with an Honours Degree	Essential
Holds a recognised teaching qualification	Essential
Has evidence of ongoing professional development	Essential
Holds or is working towards master's level qualification or equivalent	Desired
<b>In-depth knowledge and understanding of:</b>	
Secondary English National Curriculum	Essential
Pastoral care for students in general and own tutees in particular	Essential
Provision of high standard English as a Second Language	Essential
Life without Levels	Desired
Current educational issues and up-to-date curriculum developments, internationally	Essential
How international schools vary from state schools	Essential
Effective teaching and learning strategies that achieve high levels of teaching and pupil achievement	Essential
Secondary Stage student data analysis, academic and pastoral	Essential
Effective use of ICT	Essential

Classroom credibility	Essential
Loyalty and confidence of all staff, students and parents	Essential
Ability to effectively handle parental concerns	Essential
Ability to inspire and enthuse pupils, staff and parents	Essential
Ability to communicate effectively to a wide range of different audiences	Essential
Involvement in the whole life of the school, including events and after school activities	Essential
Effective performance management	Desired
Research into an educational theme or topic	Essential
Staff development	Essential
How to set appropriate targets for school performance, and how to prepare, monitor and evaluate an action plan in relation to those targets	Essential
Processes related to school self-evaluation	Essential
<b>Personal Attributes:</b>	
Is passionate about delivering quality education	Essential
Is organised and able to prioritise	Essential
Is reliable with an attention to detail and a commitment to quality	Essential
Has the enthusiasm, initiative and determination to work as a role model for the school	Essential
Is able to command respect of pupils, staff and parents	Essential
Respects the contribution of all individuals	Essential
Is an effective communicator – the ability to communicate inspirationally and effectively to both internal and external audiences, to incorporate successful negotiation and consultation	Essential
Is energetic	Essential
Is innovative	Essential
Is open and honest	Essential
Is determined	Essential

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.