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| **LOCATION**  | The British School Yangon (BSY) Myanmar |
| **JOB TITLE**  | Primary Class Teacher KS2 |
| **JOB PURPOSE**  | To support the Primary Headteacher and Primary leadership team in fulfilling the school’s mission statement by delivering a high quality education to children |
| **REPORTING TO**  | Head of Primary |
| **DIRECT REPORTS**  | Head of Primary, Principal |
| **OTHER KEY** **RELATIONSHIPS**  | Students, families (current or prospective) |
| **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** |
| **Teaching and Learning*** To promote the ‘mission’ and philosophy of the school, ensuring that children are working towards being true international citizens;
* To ensure that planning, preparation, recording, assessment and reporting are of the highest quality and meet the varying learning and social needs of children;
* To be flexible and adjust to the needs of the school, actively contributing to its development plans and growth;
* Implement agreed policies and developments;
* To demonstrate thorough curriculum knowledge, teach and assess effectively;
* Use the student tracking and monitoring processes to advance children’s learning and enhance professional practice in line with the school’s aspirations and priorities;
* To take personal responsibility for professional development;
* To communicate effectively the school’s narrative, being an ambassador for our school at all times.
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| **Planning, Teaching and Class Management*****Teacher Input**** Subject Knowledge: Familiarity with the Primary Curriculum (English National Curriculum);
* Planning: work is well matched to a full range of learners, so that all are suitably challenged;
* Activities: all learners are challenged to develop higher level skills. When appropriate, learners are encouraged to explore, enquire, seek clarity, and think critically and imaginatively;
* Time and pace: highly effective and challenging timings allow the lesson to proceed with pace and purpose;
* Resources: highly effective use of resources, including collaboration with TAs. All resources are well chosen, utilised and deployed for good impact on learning outcomes;
* Deliver homework to children in accordance with the agreed home learning policy and guidelines;
* Maintain good quality displays in the classroom and public spaces which relate to the children’s learning.

***Learner Output**** Progress/ learning: all children make the best possible progress in their learning throughout the lessons. All children can demonstrate/ apply/ transfer learning in relevant contexts;
* Attitudes: all children display positive attitudes throughout the entire lesson;
* Engagement: all children are enthusiastic and display high levels of motivation. Children are responding well to being stretched, taking risks and using their initiative;
* Initiative: all children work independently and/ or collaboratively;
* Assessment: all children can confidently talk about their achievements, in relation to their learning and outcomes.
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| **Feedback, Tracking, Assessment, Recording & Reporting*** Make effective use of formative feedback and summative assessment to plan challenging learning opportunities for all children;
* Monitor and record childrens’ learning to ensure they remain on track to achieve challenging targets;
* Take full consideration of EAL needs in assessment and reporting, as appropriate;
* Complete written reports, organise parents consultations and briefing meetings as appropriate to school stakeholders.
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| **Pastoral Duties*** Be the first point of contact and provide pastoral care to class children;
* Establish a purposeful and safe learning environment for all children;
* Promote the general progress and well-being of individual children and of the class as a whole;
* Contribute to the preparation of action plans and other support mechanisms;
* Alert appropriate staff to problems experienced by children and make recommendations as to how these may be resolved;
* Communicate effectively with parents of children, liaising with other staff as appropriate.
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| **Extra-Curricular Activities*** Support the life of the school beyond the classroom;
* Undertake the planning and organisation of day trips within the Key Stage as required;
* Support the school in delivering after school clubs, squads and sporting competitions;
* Support all Key stage events such as productions and assemblies.
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| **Personal Development*** Continual development through the identification and implementation of your own Personal Development Plan
* Development Plan to include:
* Continually striving to improve performance;
* Setting and working towards targets with your line manager inked to the school development plan;
* Participating in learning walks and observations and coaching as appropriate.
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| **PERSON SPECIFICATIONS** |
| **Experience / Knowledge** |
| * BEd Degree or Degree plus PGCE/QTS
 | Essential  |
| * Relevant teaching experience
 | Essential |
| * Good working knowledge of the Primary Curriculum, English National Curriculum
 | Essential |
| * Good classroom practice and interpersonal skills
 | Essential |
| * Ability to prioritise workloads and to work on own initiative
 | Essential  |
| * Range of teaching experience across different year groups
 | Desirable |
| **Skills**  |
| * Experience of teaching in the UK and overseas
 | Desirable |
| * Experience of leading meetings or INSET sessions
 | Desirable |
| **Other Qualities** |
| * Relish the prospect of collegial planning and teaching with colleagues
 | Essential |
| * Be able to engage and inspire new learners of English
 | Essential |
| * Be open to ideas, to continued professional development
 | Essential |
| * Be creative in the design and delivery of the curriculum
 | Essential  |
| * Be energetic and prepared to go the extra mile in shaping the school’s future
 | Essential |
| * Be creative and flexible in the delivery of an outstanding curriculum
 | 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.
* Compliance with visa requirements for working in [Location].
* 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
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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.