

## PRIMARY CLASS TEACHER JOB DESCRIPTION

<b>LOCATION</b>	British College Brazil, Sao Paulo	
<b>JOB PURPOSE</b>	<ul style="list-style-type: none"> <li>To teach pupils who are assigned to a class within the school and to carry out such associated duties as are reasonably assigned by the Principal, Head of Primary or Phase Leader</li> <li>To promote the Mission, Vision and the Values of the school</li> <li>Ensure that planning, preparation, recording, assessment and reports meet the expectations of the school</li> <li>To actively contribute to wider school development and growth</li> <li>To demonstrate thorough knowledge of the English National curriculum, resources and learning platforms</li> <li>To demonstrate a proactive approach towards professional development</li> </ul>	
<b>REPORTING TO</b>	Head of Primary / Deputy Head of Primary / Phase Leader	
<b>DIRECT REPORTS</b>	Assistant Teachers	
<b>OTHER KEY RELATIONSHIPS</b>	Internal: Pupils, Curriculum Coordinators, year group colleagues	External: Parents, present and prospective
<b>KEY RESULTS AREA</b>	<b>PERFORMANCE MEASUREMENT</b>	
<b>ENGAGEMENT AND INTERACTION – SCHOOL AMBASSADOR TO INTERNAL COMMUNITY</b>		
<ul style="list-style-type: none"> <li>Facilitate parental engagement by ensuring current learning and next steps are shared coherently with parents via Class Dojo.</li> <li>To support the life of the school beyond the classroom including after school activities, school trips, residential, events and to contribute to whole school learning initiatives during term time.</li> <li>Prepare and present informative end of term reports to parents in a professional manner.</li> <li>Prepare presentations or information for parental groups as required by the Phase Leader, Head of Primary or Principal.</li> <li>To act as a role model with regards to personal appearance and conduct.</li> <li>To create a welcoming environment when required to receive prospective parents and their children.</li> </ul>		<ul style="list-style-type: none"> <li>Relationship with parents</li> <li>Contribution to the wider community</li> <li>Professional standards</li> <li>Completion of agreed performance targets</li> <li>Quality of reports</li> <li>Quality of posts on Class Dojo</li> </ul>
<b>LEARNING AND TEACHING</b>		
<ul style="list-style-type: none"> <li>Ensure the effective teaching and management of Primary classes or groups so that teaching objectives are met, pupils are engaged and challenged, and teaching time is used efficiently.</li> <li>Have an excellent knowledge and understanding of what makes quality and effective Primary provision and the</li> </ul>		<ul style="list-style-type: none"> <li>Excellent student performance</li> <li>Performance appraisal</li> <li>Well managed classroom environment</li> <li>Effective use of assessment methods and tracking</li> </ul>

<p>utilisation of intervention strategies that raise pupil achievement.</p> <ul style="list-style-type: none"> <li>▪ Use teaching methods that will engage pupils and stimulate their intellectual curiosity including the use of effective questioning, clear presentation and good use of the available resources.</li> <li>▪ Set high expectations for pupil behaviour, establishing and maintaining an excellent standard of behaviour management through positive and productive relationships in accordance with the behaviour rules and policy of BCB.</li> <li>▪ Have a thorough understanding of the specific needs of non-native English-speaking pupils, and an ability to adjust their teaching to enable those pupils to raise their learning achievements.</li> <li>▪ Understand the importance of instilling a growth mindset in the children in accordance with the school reward policy; create a classroom environment where children feel safe to make mistakes and reflect on their learning; and actively seek to improve their understanding of how to best do this.</li> <li>▪ Effectively direct the work of the class assistant teacher, ensuring they are motivated and well supported to perform their role to the best of their ability.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engaged, stimulated and challenged pupils</li> <li>▪ Effective and appropriate EAL strategies utilised in teaching</li> <li>▪ Learning walks</li> </ul>
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### PLANNING AND PREPARATION

<ul style="list-style-type: none"> <li>▪ Identify clear teaching objectives, content, structures and sequences of lessons appropriate to the educational needs of each pupil.</li> <li>▪ Set appropriate, realistic but challenging expectations for pupil learning – building on prior attainment</li> <li>▪ Identify pupils who may require additional support and know where to get help in order to give positive and targeted support.</li> <li>▪ Planning should show a clear understanding of the year group goals and expectations leading to progression within the structure of the day and over sequences of lessons.</li> <li>▪ Planning should show a clear understanding and reasoning of the use of EAL strategies to support learning.</li> <li>▪ Time is effectively managed to ensure that all responsibilities are completed in a timely manner, including regular and appropriately detailed feedback on pupil work samples.</li> <li>▪ Planning is effectively communicated to assistant teacher in a timely and collegiate manner.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Excellent pupil performance</li> <li>▪ Planning reflects year group goals</li> <li>▪ Effective use of assessment methods and tracking</li> <li>▪ Individualised differentiated teaching and good use of support strategies</li> <li>▪ Confident and consistent use of EAL support strategies</li> <li>▪ Performance appraisal</li> <li>▪ Learning walks</li> </ul>
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### PASTORAL CARE AND WELFARE OF STUDENTS AND STAFF

<ul style="list-style-type: none"> <li>▪ Support the successful transition and induction of new students.</li> <li>▪ Monitor the behaviour of students, working with other teachers and coordinators to ensure relevant action is taken.</li> <li>▪ Ensure implementation of school policies in relation to behaviour management.</li> <li>▪ Deal with serious pastoral issues, liaising with line manager(s), Class Teachers and parents where</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children and parents welcomed into school</li> <li>▪ Children and parents understand school expectations</li> <li>▪ Policies are understood and followed</li> <li>▪ Safeguarding routines understood and followed</li> <li>▪ Colleagues feel well supported</li> <li>▪ Pupils feel happy and safe</li> </ul>
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<p>necessary, and recording concern correctly and in a timely manner.</p> <ul style="list-style-type: none"> <li>▪ Create opportunities to praise and reward students, ensuring that the House reward system and Learner League system are being implemented.</li> <li>▪ Ensure that students take roles of responsibility within their classroom.</li> <li>▪ Support / work in a collegiate way with peers in the school.</li> </ul>	
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## PROFESSIONAL AND PERSONAL DEVELOPMENT

<ul style="list-style-type: none"> <li>▪ Continual development through the identification and implementation of your own personal development plan informed by regular coaching meetings with line manager.</li> <li>▪ Commitment to meeting or exceeding performance targets set on Success Factors.</li> <li>▪ Attendance and positive contribution to phase meetings.</li> <li>▪ Regular engagement with Nord Anglia University and its courses.</li> <li>▪ Engagement with other NAE teachers through NAE's Global Campus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved performance</li> <li>▪ Performance appraisal</li> <li>▪ Engagement with Nord Anglia University</li> <li>▪ Engagement with Global Campus as appropriate</li> </ul>
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## PERSONAL SPECIFICATIONS

<ul style="list-style-type: none"> <li>▪ Teaching degree with QTS</li> <li>▪ Knowledge and experience of delivering student pastoral care</li> <li>▪ Knowledge of EAL and SEND strategies</li> <li>▪ Excellent working relationships with parents</li> <li>▪ Thorough understanding of English National Curriculum and best practice for working with Primary pupils</li> <li>▪ A proven track record of teaching Primary-aged children</li> </ul>	<ul style="list-style-type: none"> <li>▪ Essential</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Previous international teaching experience</li> <li>▪ Leadership experience within a Primary setting</li> <li>▪ Further professional development and qualifications relevant to Primary education and leadership</li> </ul>	<ul style="list-style-type: none"> <li>▪ Desirable</li> </ul>	

## PERSONAL ATTRIBUTES

<ul style="list-style-type: none"> <li>▪ High levels of personal integrity</li> <li>▪ Caring and empathetic, good listening skills</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> <li>▪ Confidence to deliver presentations to all members of the community</li> </ul>
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