



DOVER COURT
INTERNATIONAL SCHOOL
A NORD ANGLIA EDUCATION SCHOOL

PRIMARY LEARNING SUPPORT TEACHER JOB DESCRIPTION AND PERSON SPECIFICATION

Location	Dover Court International School Singapore
Job Purpose	To provide stimulating lessons that provide opportunities for all students to learn and make good progress
Reporting to	Primary SENCO → Primary Headteacher → PRINCIPAL
Direct Reports	None
Other Key Relationships	PLT, Year group leaders, class teachers, NAU Coordinator, Global Campus Coordinator, Teaching Assistants
SAFER PRACTICES	Dover Court International School Singapore 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 safer recruitment practice. Interviews will be conducted in person, and they will explore candidates' suitability to work with children.

Core Requirements of DCIS Teaching Posts

In fulfilling the requirements of the post, each teacher will aspire to the highest standards of professionalism and will, in particular:

- Generate excitement and passion for learning in students;
- Inspire trust and confidence in students, colleagues and parents;
- Engage and motivate students to be ambitious for themselves and others;
- Be committed to helping students progress;
- Be committed to high achievement for students of a wide range of language skills, learning dispositions and educational needs;
- Be relentless in the quest for excellence, using achievement and progress data and lesson observations to seek out and promote excellent teaching;
- Use technology to enhance learning;
- Strive to develop the quality of students' personal and interpersonal skills;
- Contribute to school improvement in line with the school's strategic plan;
- Contribute to the development of the curriculum;
- Develop and deploy resources efficiently and effectively;
- Promote the school mission and values and those of the NAE family of schools.

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
Engagement and Interaction – School Ambassador to Internal Community	
<ul style="list-style-type: none"> Fully support the school’s Safeguarding policy and know the reporting procedures to follow in case of a Child Protection issue To promote the ‘Be Ambitious’ programme To promote high standards of work amongst the students Be involved in the organisation of department aspects of special days, festivals, house events, assemblies, public speaking, special focus weeks etc Contribute to the provision of subject or Year Group related trips and expeditions Contribute to Department or Year Group Newsletter articles Contribute to the improvement of the department 	<ul style="list-style-type: none"> Students are safe and ready to learn
Learning and Teaching	
<ul style="list-style-type: none"> Teach according to the needs of the students in the class or small group being supported Sharing good practice with other colleagues Provide students with appropriate information that allows them to know where they are and what they need to do to improve Provide assessment data as required by the SENCO for tracking Provide assessment data as required for whole school reporting and tracking Contact parents on academic matters, including follow up on reports, parent conferences etc. 	<ul style="list-style-type: none"> The delivery of lessons that always aim to be Outstanding and are at least Good Student attainment meets or exceeds targets Work Scrutiny shows clear progression of students’ work and a clear dialogue of feedback Parents feel part of the learning process.

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
<ul style="list-style-type: none"> ▪ Liaise with SENCO to contribute to an annual requisition. ▪ To manage discipline issues that occur in the classroom. ▪ Liaise with class teachers and/or Year group leaders regarding any students causing concern and initiate remedial action. ▪ Liaise with teachers regarding provision mapping of Individual Education Plans for students. ▪ Support students with specific EAL needs ▪ Maintain good quality display in classrooms and public areas which relate to the student's learning ▪ Offer exciting Extra Curricular opportunities that meet the needs of the children ▪ Provide occasional cover for absent colleagues ▪ Supervise children on a duty rota ▪ Supervise examinations ▪ Be responsible for personal health and safety and know how to report H&S concerns 	<ul style="list-style-type: none"> ▪ The teacher plays an active part in a wide range of the life of the school, both in and out of the classroom ▪ The school operates in a safe and organised manner.
Planning and Preparation	
<ul style="list-style-type: none"> ▪ Plan and prepare for lessons ▪ Plan and prepare lessons according to the learning needs of the students 	<ul style="list-style-type: none"> ▪ The delivery of lessons that always aim to be Outstanding and are at least Good
Professional and Personal Development	
<ul style="list-style-type: none"> ▪ Continual development through the identification and implementation of your own Personal Development Plan ▪ Play a full part in internal and external CPD opportunities including staff meetings 	<ul style="list-style-type: none"> ▪ Improved performance ▪ Performance appraisal ▪ Personal Development Plan
PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
<ul style="list-style-type: none"> ▪ Degree plus a teaching qualification ▪ Good working knowledge of the English National Curriculum (including National Curriculum assessment) and iGCSE/GCSE ▪ Excellent classroom practice ▪ Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all children through learning organisation, differentiation and learning strategies ▪ Proven ability to develop good personal relationships within a team ▪ High level of IT competence ▪ Experience of teaching students with a range of learning needs 	Essential
PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
<ul style="list-style-type: none"> ▪ CELTA/DELTA or Equivalent ▪ Additional qualifications and experience working with students with additional needs ▪ International Experience ▪ Understanding of IPC Structure and Philosophy ▪ Knowledge of EAL in the mainstream ▪ Proven ability to develop opportunities for parental involvement 	Desirable

<ul style="list-style-type: none"> ▪ IB experience ▪ Use of ISAMS 	
Personal Attributes	
<ul style="list-style-type: none"> ▪ High levels of personal integrity ▪ Conscientious and able to focus on completing work to a consistently high standard ▪ Flexible and positive approach to work ▪ Excellent organisational and time-management skills; high attention to detail ▪ Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved ▪ Adaptable to working in a fast paced ever changing environment ▪ Ability to work under pressure and remain calm ▪ Proactive and willingness to take on multiple tasks ▪ Self-motivated and enthusiastic ▪ Ability to work independently ▪ Must be a team player, willing to help and be flexible ▪ Continually strive for improvement 	
Other	
<ul style="list-style-type: none"> ▪ 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 Singapore. ▪ 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.

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