



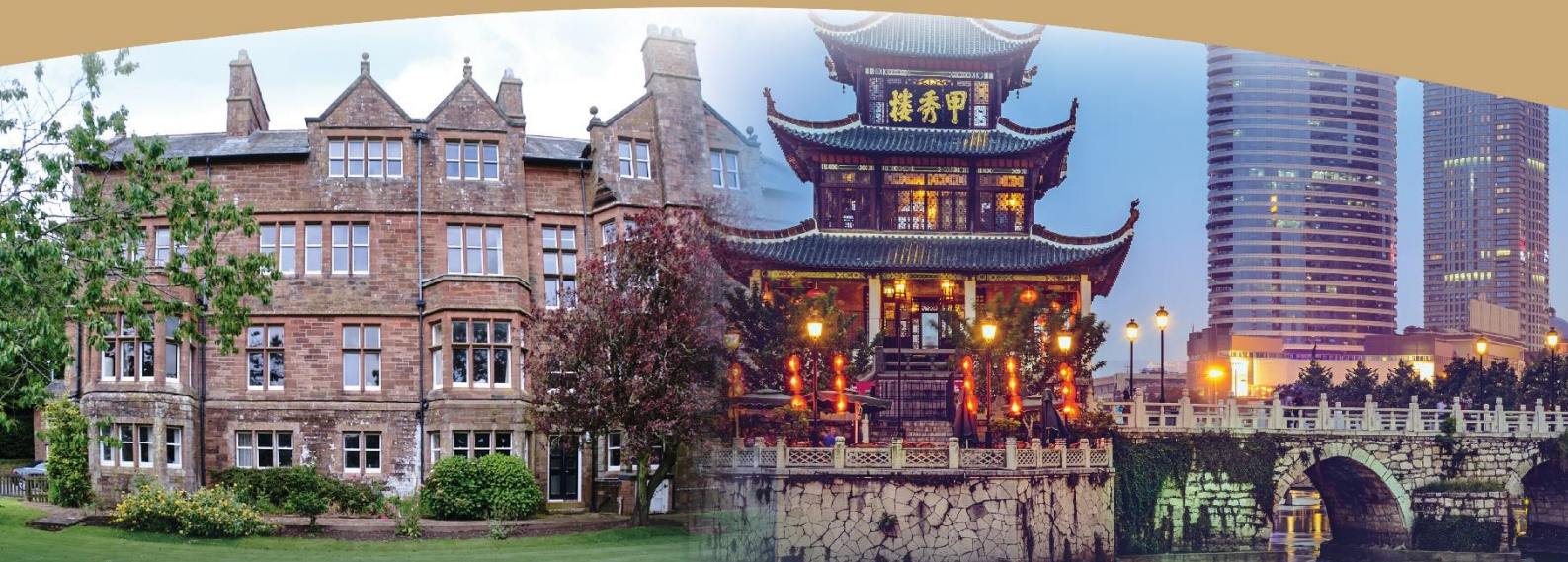
ST BEES SCHOOL

A MEMBER OF THE FULL CIRCLE EDUCATION GROUP

Teacher of Chinese (Mandarin)

Job Description

WHERE
WEST MEETS
EAST





ST BEES SCHOOL

WHERE WEST MEETS EAST

THE ROLE

We are currently seeking a motivated, inspirational Teacher of Chinese to join our St Bees team. This role is full time and will entail teaching students from Year 7 to Year 11, from beginner to IGCSE level, following Cambridge IGCSE Mandarin Chinese as a Foreign Language. The ability to teach to A Level is preferred.

HISTORY OF ST BEES SCHOOL UK

St Bees School has a rich history, spanning over 400 years as an independent boarding and day school. We are equally proud of our students' academic success and personal development. The school has always maintained an excellent academic record and has nurtured many talented musicians and sports people. Being situated in such a wonderful location on the western edge of the Lake District National Park, a UNESCO World Heritage Site. St Bees School offers students the very best environment for a full and varied extra-curricular programme.

As part of the Full Circle Education Group, the newly-renovated St Bees UK has been reborn with a mission to create a unique twin campus concept, where there is a free-flow of students in both directions between the UK and China, enabling their students to derive the best of both worlds through a 'Fusion' curriculum.

ST BEES SCHOOL, UK

St Bees is an international school with students from all over the world. At present the school comprises 120 students from over a dozen countries across Years 7 – 13.

The basis for the curriculum is our 'Fusion' programme -*where West meets East...* - the English National Curriculum, enriched with elements from China, specifically the Fusion Maths programme (in partnership with Durham University's School of Education) and Mandarin Chinese as the first foreign language. Elements of the IB with its enquiry learning, and other notable examples of best practice, are all integrated to create the St Bees Educational Approach.

ST BEES SCHOOLS, CHINA

Three sister schools are currently open in China. The St Bees Approach delivers a free-flow concept through a shared curriculum, enabling students from the four schools to move freely between the schools.

OUR STUDENTS

We are selective on character and attitude rather than academic elitism. Students enter the school with a track record of hard work and commitment. We will expect them to make the best possible progress and to achieve the best possible grades. By starting with a small community, we can nurture the developing ethos of the school and cultivate our reputation for exceptional outcomes and young people of fine character.



ST BEES SCHOOL

WHERE WEST MEETS EAST

EDUCATIONAL PHILOSOPHY

St Bees School...

- is modern and internationalised – built on over 400 years of tradition and heritage
- provides a unique fusion of West and East
- promotes academic success in balance with character development
- prepares students for a global tomorrow
- enhances progress through individual mentoring

OUTCOMES

#IAm ...

- academically successful
 - both caring and confident
 - equipped with a global mind-set
 - prepared for an international future
 - prepared for the demands of further education
- ... a St Bees student.

THE EDUCATIONAL MODEL FOR ST BEES SCHOOL

Full Circle's Fusion Curriculum integrates the best parts of the English and Chinese curricula. The outcomes are defined in the graphic below, and summarised as follows:

- fluent Chinese speakers – with the rise of China as the next world superpower, this will provide our students with huge future advantages;
- understanding Asian culture and attitudes;
- development of a global mind-set through the Global Awareness Programme;
- higher-order mathematics and physics competencies;
- International Department with intensive EAL focus for foreign students;
- overtly inquiry-based, concept-driven learning;
- character development integrated actively and purposefully into all components of the curriculum and valued/assessed with an enhanced emphasis on the importance of communication, confidence, creativity and originality, critical thinking, independence, leadership, personal organisation, public speaking, research skills, and teamwork;
- information intelligence – using information technology to know where to find information, how to use information and how to organise information effectively;
- entrepreneurial spirit through an emphasis on business and enterprise activities; a mix of knowledge and skills for success in examinations;
- the balance of academic attainment and character development. Through the parallel curriculum, St Bees integrates character development opportunities into every facet of educational life, promoting the importance of EQ.



ST BEES SCHOOL

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A ST BEES TEACHER

Every teacher brings with them a unique style of teaching, often shaped through the subject(s) they deliver and, of course, their personality. However, St Bees teachers do share certain characteristics which are shaped through the guiding principles above and through the school ethos. You will hear the phrase: *“this is how we do things around here”* uttered by students and staff.

- St Bees is a boarding school with day students, and all staff are required to share in some aspects of the boarding life. School holidays are longer in recognition of the more intensive learning environment during term time.
- Part-time teachers commit to sharing in the overall life of the school community – an arrangement which is realistic for both school and colleague.
- St Bees is a non-selective school and teachers need to differentiate their learning objectives accordingly.
- Students are expected to take responsibility for their own behaviour within the orderly classroom management frameworks established by the teacher.
- The Senior Leadership Team actively supports in maintaining a positive learning environment.
- Teachers do not raise their voice except in exceptional circumstances.
- St Bees teachers avoid the traditional ‘chalk and talk’ style of delivery, opting wherever possible for an enquiry-based approach in which active student learning replaces passive learning; students **produce** rather than **consume** learning.
- Strategies for grouping and regrouping students are often reflected in the arrangement of classroom furniture.
- The corner stone of the St Bees Approach is that character development drives the growth in maturity which in turn feeds into academic progress; we focus on a set of 10-character attributes:
 - teamwork
 - independence
 - critical thinking
 - communication
 - leadership
 - creativity & originality
 - confidence
 - personal organisation
 - resilience
 - empathy
- Teachers are required to build in opportunities to develop these attributes into daily lessons with the understanding that not all subjects lend themselves to all attributes.
- Emphasis is placed on giving rewards (merits) for positive action rather than on sanctions wherever possible, and this relates primarily to lower school students.
- Above all else it is our positive relations with students and their parents which define our school ethos.

Colleagues are urged to strive to reflect the above elements through their professional profile.



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ESSENTIAL CRITERIA

- ability to teach IGCSE Chinese – Second Language
- ability to teach Chinese A Level preferred
- ability to teach native speakers
- experience of supporting Chinese boarders
- a teaching qualification and previous teaching experience
- an ability to offer skills in some part of the extra-curricular programme of the school
- enjoy rising to the challenge inherent in a boarding school environment
- willingness to teach more than one subject discipline
- experience with teaching HSK preferred
- a good honours degree in a related subject
- whole school approach to Chinese cultural education through annual events eg Chinese New Year and ongoing initiatives
- Act as a link to our St Bees China schools
- an enthusiasm for education and the ability to convey this to students
- the ability to demonstrate characteristics of outstanding teaching practice
- an awareness of the demands of teaching bright students and a commitment to fostering a global mindset
- full support for the delivery of Character Education
- a professional approach which inspires confidence in students and parents
- excellent communication and ICT skills
- calmness and efficiency, with the ability to work under pressure at times
- commitment to continuing professional development through attendance at INSET
- commitment to the all-round ethos of the School, including its co-curricular activities (GCAS), boarding life and pastoral approach
- the ability to develop and maintain effective relationships with all members of the school community and outside agencies
- understanding of the independent education context
- commitment to safeguarding all children

PERSON SPECIFICATION

The following personal and professional qualities will be considered essential:

- consummate inter-personal skills and a proven capacity to foster strong relationships
- excellent academic credentials and track record
- diplomacy, discretion and an active desire to assume responsibility
- personal and professional resilience
- an affinity for curriculum innovation
- willingness to support ongoing development of the curriculum and schemes of work

Start date: September 2024



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APPLICATION

All applications should be made on the School's application form. CVs should not be included. No supporting letter is required or expected since the application form specifies all required content. Please ensure that your current salary level is included in the application form. This information will be treated confidentially.

Should the right candidate be found, the school reserves the right to close applications earlier than the given deadline.

Completed application forms should be emailed or posted to the Admin Manager: FAO Julie Rayson

julie.rayson@stbeesschool.co.uk

St Bees School
Wood Lane
St Bees
CA27 0DS

St Bees School is committed to Equal Opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be subject to satisfactory employment checks, references and an enhanced Disclosure and Barring Service check