

HSD/IBDP English Teacher

Job Description

Type: Permanent

Department: Academic

Line Manager: Head of Secondary

Functional Reporting: N/A

Rationale

The purpose of the role of English Teacher is to promote a love for this subject in students of all abilities at the school. They must share the responsibility for planning, teaching, and assessments of the subject that guides and encourages students to develop and fulfill their academic potential as well as raise the standards of student attainment and achievement. They must take responsibility for promoting high standards of literacy and articulacy as well as set high expectations and standards which inspire, motivate and challenge pupils. The English Teacher will be a suitably qualified educator with a proven capacity to lead and effectively deliver teaching and learning to a very high standard. They will be accountable for ensuring that children are inspired, motivated and equipped to make as much progress with their learning as possible and as independently as possible. The incumbent will work closely with colleagues and support the work of the school. The English Teacher will promote and model good relationships with students, colleagues and parents. They will require initiative, be empathetic and proactive, with a personable and positive character. The post holder will be required to have a positive impact on the work of the school and extra-curricular activities.

Key Duties and Areas of Responsibility

- Has experience in teaching English from Grades 6 to 8 (Years 7 – 9)
- Has experience in teaching English in High School Diploma or IBDP from Grades 9 to 12 (Years 10 –13)

LEARNING AND TEACHING

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how these impact teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- Contribute to the development of schemes of work and department resources

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including internal and external assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons

- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school, including fulfilling extra-curricular activity expectations and other 'out of hours' requirements
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Contribute fully to the extra-curricular program within the department and assist in the organization and running of curriculum days.
- Communicate effectively with parents with regard to pupils' achievements and well-being

General

- To complete all other tasks that can be reasonably expected of a teacher
- To be fully aware of Health and Safety across the school

Health and Safety

- Emphasizes the importance of safety in all areas of the curriculum, communicating to the pupils the importance of a responsible attitude towards personal safety, the safety of others and respect for The Hamilton International School's property and equipment
- Perform playground duties on time and with due diligence to safeguard Hamilton students
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities
- Assist in implementing all policies and rules governing student life and conduct
- Ensure that, all the necessary health and safety rules and procedures are being followed
- Maintain an awareness of all the health and safety measures to be taken when in school

PERSONAL AND PROFESSIONAL CONDUCT

All teachers are expected to demonstrate consistently high standards of personal and professional conduct.

Teachers must maintain high standards of ethics and behavior, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

Teachers must have an understanding of, and always act within, the cultural expectations of Qatar and the policies and expectations of the school which set out their professional duties and responsibilities.

Other duties and responsibilities

Any other duties that the Principal may from time to time ask the post-holder to perform

Position Requirements

Education:

- Bachelor's Degree in teaching from an accredited institution
- Required teaching certification for Qatar MOEHE
- Meet professional teacher education requirements of school
- Child Care and Protection
- Has experience teaching English at High School Diploma, IB Diploma Level or A Level (experience of teaching IB DP Chemistry would be advantageous)

Experience: Minimum 3 years' relevant experience

Language: English is mandatory

Required Skills and Knowledge

Knowledge

Competencies

- In-depth knowledge and understanding of School and associated assessment methods
- Up to date curriculum developments
- Application of effective teaching and learning theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)
- Proven management skills
- Excellent communication skills and command of the English language, in spoken and written form
- Presentation skills with the ability to present information in a concise and professional manner to a variety of audiences
- Organization skills: well organized and able to prioritize, multi tasks and meet deadlines
- The ability to work on a regular and punctual basis
- Flexible and work well under pressure
- Customer service
- Critical thinking
- Ability to negotiate, persuade and motivate others
- Willing attitude to be a part of the school team
- Strong sense of professionalism
- Safeguarding and welfare of children
- A collaborative team-player with excellent interpersonal skills whilst recognizing and transcending cultural differences
- The ability to develop good personal relationships within a team
- Behaviour management
- Demonstrated competency to use computer applications related to the role, including word processing and spreadsheet applications
- Accurate data collection ability
- Record keeping and report preparation methods
- Interpersonal skills including tact, courtesy and patience
- Customer focused
- Willingness to undertake appropriate Professional Development

Attributes

- Empathetic listener
- Integrity and confidentiality
- Internationally minded
- Emotional intelligence
- Intercultural awareness, creative
- Flexible and a can-do attitude
- Passionate about delivering quality education
- Able to command respect of pupils, colleagues and parents
- Driven by wanting to improve quality and develop the school

- Reliable with an attention to detail and a commitment to quality
- An innovator with a willingness to embrace change

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

As a member of the staff of THIS you will need to comply with the below:

- Compliance with the school's Vision, Mission and Policies
- Positive Professional Relationship with all staff members are maintained.
- Contact with students is on a strictly professional basis with the physical and emotional safety of students being of paramount importance.
- The hours of work as arranged with the principal are strictly followed.
- This position entails working with information, much of which is held in confidence. Under no circumstances is this confidentiality to be compromised.

Important Note:

ISP is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment. Successful applicants will have to provide Criminal Background Checks for any country you have permanently lived and or worked in over the last ten years.

Approvals	
Line Manager:	Principal:
Employee:	HR:

The International Schools Partnership

The Hamilton International School is part of The International Schools Partnership (ISP).

The International Schools Partnership (ISP) is a growing group of committed colleagues in financially responsible schools around the world, all of which aim to be the school of choice in their local area. Learning is at the heart of everything we do for our pupils, colleagues and parents. We are committed to getting better, all the time.

ISP was founded by an experienced team of committed educationalists and commercial operators who have worked together over many years. Our growing group of private schools located in the UK, the USA & Canada, Europe, Costa Rica, Chile, Colombia, Ecuador, the United Arab Emirates, Qatar, Malaysia, Mexico and Peru educate children and pupils from 2-18 years of age. We have now expanded to 48 schools delivering multiple curricula and building on local brands and reputations with around 45,000 pupils and 7,000 staff located across the globe.

We believe that successful schools are the ones that put learning at the heart of everything they do, always aiming to create rounded individuals that are able to forge successful careers and lives in a rapidly changing world. Our goal is to enable our schools as the leading school of choice in their local area. We are a truly international group working in different cultures and speaking different languages. We work across countries and cultures, too, by working with each other and with other schools and communities. At ISP we continue to engage with schools around the world who are interested in becoming part of our global group of schools and look forward to welcoming more pupils and staff to the group.

All our schools:

- Help children and pupils learn to levels that amaze them.
- Inspire children and pupils to be successful now and equip them to be successful later.
- Are truly international, working in partnerships within and across regions, cultures and languages.
- Aim to be the schools of choice for children, pupils and their families, wherever we are.

The Hamilton International School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All shortlisted candidates and post holders are subject to appropriate International Criminal and Child Protection Background Checks or equivalent, covering the previous 10 years of employment history. The Hamilton International School recruit teachers in several ways including direct application to the school and through international teacher recruitment agencies and organizations.