JOB DESCRIPTION

1.	Job Information

Job Title:	Computer Science Teacher
Responsible for and Work Location(s):	AISL LiDe School Chongqing
Department:	Upper School
Section:	-
Grade:	C
Reporting to:	Head of Upper School
Dotted Line to:	-
Line Managing:	/
Relationships	1. Parents 2. Students 3. Head of Upper School and wider academic team

2.	Job Purpose

- Responsible for fostering positive self-esteem and supportive relationships for all students, founded upon respect and mutual trust
- Responsible for maximising the academic progress of the students they teach by delivering the very highest standards of teaching and learning
- Promote a positive, purposeful and professional working atmosphere that encourages cooperation and challenge whilst valuing the contribution that individuals make to the success of the school
- Promote equality of opportunity for all regardless of race, religion or gender and encourage excellence, resourcefulness and perseverance
- Empower, inspire, and care for pupils thereby enabling them to achieve their very best as independent and accomplished learners who develop lifelong values, passions and competencies.

3.	Responsibilities and Competencies

Responsibilities

Responsible for setting high standards of teaching and learning within the classroom, including:
- High expectations of pupils in every aspect of their work.
- A commitment to academic excellence and the development and implementation of schemes of work to ensure that each pupil develops at an appropriate pace through differentiated planning and teaching.
- Achieve excellent public examination results.
- Establish effective methods of formative and summative assessment of pupils' work and use them to enhance each individual pupil's learning and communicate these with all stakeholders.
- Use rewards and sanctions effectively.
- Provide high quality written and verbal reports to parents.
- Keep up-to-date with subject developments outside the school.
- Foster a spirit of academic enquiry among pupils.

Contribute to the development of the subject, including:

- Be actively involved in the development and creation of schemes of work, contributing to subject teaching and pedagogical approaches by sharing knowledge of best practice.
- Be actively involved in the teaching and learning development programme, providing and receiving constructive feedback as appropriate.
- Make positive contribution to the subject Super Curriculum and Co-curricular programme; competitions, innovation extra-curricular activities
- Promote the ethical use of technology and act as the academic digital lead.
- Undertake administrative tasks that are designated by the Head of School and contribute to a sense of teamwork and aiding professional development.
- Advise pupils with options choices relevant to the subject and with university applications and supporting them in preparing for such applications.
- Active involvement in academic and other learning enrichment trips, including residentials.
- Work with AISL colleagues across Group academic ICT/Computing initiatives

Offer an effective contribution to pastoral care in the School, including:
- Act as Tutor in the Upper School as designated by the pastoral leadership of the School.
- Implement safeguarding practices and procedures at the School.

Whilst every effort has been made to set out the main duties and responsibilities of the post, every individual task to be undertaken by the post holder cannot be exhaustively identified in this job description. The post holder agrees to undertake such other tasks, duties or projects as the line manager may reasonably assign, whether or not such tasks are specified in this job description, provided that they are consistent with the post holder's skills, qualifications, and position within the School. This job description may be amended from time to time in response to the operational needs of the School and/or as agreed between the line manager and the post holder. This job description will be reviewed annually.

Competencies

Leading Culture	Building a Culture of Excellence	Contributes positively to a culture of excellence.
	Cultural Awareness and Engagement	Recognises and respects cultural differences, integrates cultural awareness into daily operations, and develops personal and organisational cultural competencies to foster inclusive interactions.
	Embracing Values and Ethical Conduct	Exemplifies high personal performance, morals, ethics, and integrity while actively demonstrating and embracing AISL and Harrow Values in their role.
Leading Organisational Success	Strategic Planning and Execution	Shows dedication to the school and group vision while translating it into personal practice and leadership, though occasionally lacks clarity in future vision, tends to focus on immediate operational matters over long-term strategy, yet actively challenges norms and contributes innovatively to shared goals.
	Performance Optimisation	Dedicated to ongoing professional growth, challenges current norms, sets expectations and goals for self and others, uses metrics for performance improvement, acts on feedback, demonstrates self-awareness of strengths and development areas, while continuing to develop awareness of their impact on others.
	Financial and Operational Management	Basic financial acumen aiding in cost data provision for budgeting and tracking, contributing to viable financial plans and cost-efficiency suggestions, complemented by a commitment to maintaining high health and safety standards and managing facilities within their purview.

	Creativity and Innovation	Propels self-improvement in their domain with a growth mindset, while demonstrating proactive and creative problem-solving skills to address recurring issues in current practices and processes.
	Decision Making	Shows a profound grasp of team objectives, providing timely feedback in decision-making, proactively assessing practices for ongoing enhancement, displaying initiative, prompt responses, independent problem-solving, judicious issue escalation, and bold advocacy for decisions and actions.
Leading People	Influential Communication	Demonstrates clear, concise communication, attentive listening, question clarity, audience-adaptive style, positive impression, and effective idea advocacy through highlighting benefits when engaging with others.
	Self-Management and Team Leadership	Demonstrates a dedication to development, offering training opportunities, potential for enhanced coaching/mentoring, and long-term planning, occasionally favoring immediate tasks over development, setting clear objectives, reviewing consistently, potentially avoiding underperformance discussions, fostering stakeholder relations including parents, considering diverse perspectives while facing conflict management challenges, and enhancing understanding and application of pertinent HR policies and procedures.
	Empowerment and Collaboration	Promotes collaborative teamwork towards shared goals, encourages knowledge sharing and learning initiatives, while also supporting task ownership and providing necessary support and training to team members.
	Resilience	Balances role demands while grappling with doubts about mistakes and success, yet remains consistently positive and resilient in the face of adversity and uncertainty.

4.	Required Qualifications and Experience
Education	• Bachelor's Degree or above in any field.
Qualifications	• A UK PGCE, or other recognised teaching qualification that permits QTS, from an accredited institution. • Acceptable personal and professional background checks with the ability to be allocated unsupervised access to children (as reported via an International Child Protection Certificate background check and/or appropriate police and other checks from relevant countries of present and previous residence/work .
Knowledge	• A strong understanding of effective classroom pedagogical practice within a secondary school level setting. • Familiarity with the National Curriculum of England, including subject specifications at (I)GCSE and A Level. • Familarity of extra curricular and competitions associated with the subject
Experience	• A minimum of two years of experience as a classroom practitioner, with demonstrated expertise in teaching the subject at A-Level/IGCSE.
Personal qualities	• Respect for all members of a school community, irrespective of position, gender, age and ethnic background. • Passionate about teaching and a strong commitment to holistic education. • The ability to inspire students through a genuine passion for learning and a desire to lead them towards outstanding academic outcomes. • A positive and solution-focused attitude to working life. • Highly motivated, ambitious and collaborative.

	• Demonstrate empathy, humility and genuinely care about children, taking the time to listen and motivate them.

AISL Education Group is committed to the safety and protection of children. All employees are expected to comply with our School Child Protection and Safeguarding Policy.