Performance Charter

Lusaka International Community School
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Position:	Secondary Teacher
Date:	November 2019
Report to:	Relevant Secondary Head of Department

LICS Secondary Teacher

1. Demonstrate knowledge and understanding of students and how they learn
2. Know subject and curriculum content and how to teach it
3. Demonstrate professional teacher values and attributes
4. Establish professional relationships to develop and support learning and teaching
5. Implement effective planning, teaching, learning and assessment practice
6. Demonstrate innovative and effective classroom practice
7. Create and maintain a safe and inclusive learning environment
8. Engage professionally with parents and communities

Subjects		Required Performance
1.	**Education**	• BEd (QTS), /PGCE or equivelant.
2.	**Available Tools**	• Complete Computer workstation with Internet access • Teaching classroom and resources • Access/support through administration in all technical and administrative work for the Department.
3.	**Basic Functions**	
3.1	Qualities	• Demonstrate excellent subject and/or specialist knowledge. • Have a full understanding of connections and progressions in the subject and use this in their teaching to ensure pupils make good progress. • Understand ICT in the teaching of their subject or specialism(s).
3.2	Organization	Working in close cooperation with • Relevant Head of Department • All staff members • Parents of Students • Other schools in Lusaka • Students
3.3	Working Areas	***Planning and Setting Expectations*** • Demonstrate an excellent ability to plan. • Prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all students. • Set consistently high expectations for students in their class and homework. • Plan their teaching to ensure it builds on the current and previous achievement of students. ***Teaching and Managing Pupil Learning*** • Demonstrate an excellent ability to teach, manage students and maintain discipline. • Ensure lessons are engaging and challenging for all ability levels. • Understand and use the most effective teaching methods to achieve the teaching objectives in hand. • Display flair and creativity in engaging, enthusing and challenging groups of students. • Use questioning and explanation skilfully to secure maximum progress. • Quickly understand students' perceptions and misconceptions from their questions and responses. • Develop students' literacy, numeracy and ICT skills as appropriate within their phase and context.

		● Provide positive and targeted support for students who have special educational needs, are very able, are from ethnic minorities, lack confidence, have behavioural difficulties or are disaffected. ● Be aware of which students are on the gifted and talented register, or are highly able – and provide an appropriate level of challenge for these students. ● Maintain respect and discipline and be consistent and fair. ***Assessment and Evaluation*** ● Demonstrate an excellent ability to assess and evaluate, in line with the school's assessment policy. ● Use assessment as part of their teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan future teaching. ● Use data (e.g. prior attainment levels, CAT4) to ensure learning is properly personalised. ***Pupil Achievement*** ● Demonstrate the ability to achieve excellent results and outcomes. As a result of their teaching: ▪ Students show consistent improvement in relation to prior and expected attainment. ▪ Students are highly motivated, enthusiastic and respond positively to challenge and high expectations. ▪ Students exhibit consistently high standards of discipline and behaviour. ***Relations with Parents and Wider Community*** ● Demonstrate a consistent record of positive parent relationships. Ensure reporting is of an informative and consistently good standard. ● Meet assessment and reporting deadlines set by the Head of Department, SLT and the Head of Secondary School. ***Managing Own Performance and Development*** ● Keep up-to-date in their subject(s) and/or specialism(s). ● Improve teaching through evaluating own practice in relation to students' progress, school targets and inspection evidence. ***Managing and Developing Staff and other Adults*** ● Demonstrate an ability to advise and support other teachers. ● Provide clear feedback, good support and sound advice to others. ● Share good practice with colleagues. ● Provide examples, coaching and training to help others become more effective in their teaching. ● When appropriate, help others to evaluate the impact of their teaching on raising students' achievements. ● Analyse teaching and understand how improvements can be made. ● Have highly developed interpersonal skills which allow them to be effective in schools and situations other than their own. ***Managing resources*** ● Know how to plan and prioritise their own time and activity effectively. ***Strategic leadership*** ● Act as a role model for students and other staff through their personal and professional conduct. ● Be prepared to take on the role of Form Tutor if required ● Be highly respected and able to motivate others. ● Support the broad aims of the school and of the senior leadership team ***Safeguarding*** ● Ensure that students feel safe and secure within the school environment. ● Undertake child protection and safeguarding training relevant to the role.
3.4	Pastoral Care	***Pastoral care of students***

		• Play an active role in the care, wellbeing and safeguarding of all students. • Undertake child protection and safeguarding training relevant to the role. • Proactively act on concerns, reporting immediately using the relevant school procedures. • Demonstrate care, empathy and respect to all students. • Actively support and encourage students to create, develop and maintain healthy friendships. • To actively support all school systems of recording and reporting concerns regarding student welfare, including child protection and safeguarding. • Act as a role model to all students. • Actively participate in the school's House System. • Attend trips and outdoor educational activities to support students' personal development. • Model good practice to students, promoting the values as set out in the school's mission statement. • Consistently apply school policies, in particular the positive behaviour policy. • Any other tasks or practices as reasonably directed by the HoD, KS Leader or SLT. ***<u>Role of the form tutor (where applicable)</u>*** • Conduct daily registration of students, following school procedures for reporting lateness and absence. • Perform all form tutor duties as directed by the relevant KS leader and/or SLT. • To deliver the school's PSHE curriculum: planning and collaborating with fellow tutors and KS Leader as necessary. • Take the lead in mentoring the academic progress of students in their tutor group. • Play an active and encouraging role in the transition and admission of new students to the school. • Support, monitor and guide new students during arrival to the school. • Consistently communicate with parents, acting as the first point of contact. • Monitor student attendance, punctuality and progress using school systems including the school's management information system. • Encourage students to have high standards in dress, attitude and behaviour. • Read and advise on written reports for the form group before publishing to parents. • Support the KS leader in writing relevant references for students. • Any other tasks or practices as reasonably directed by the KS leader or SLT.
3.5	Assessed Performance	• Annual appraisal. • Value added index for students that have moved through the Secondary School. • Student performance data. • Informal feedback from staff, parents, students and other stakeholders.

4.	**Special Tasks/Goals**	• To keep abreast with current international Secondary School standards through research and advise accordingly in order to update the Secondary curriculum and Academic offer to enhance the service provided.