

## SECONDARY MATHS TEACHER JOB DESCRIPTION

<b>LOCATION</b>	The British College of Brazil, Sao Paulo
<b>JOB PURPOSE</b>	<ul style="list-style-type: none"> <li>To teach pupils who are assigned to a class within the school and to carry out such associated duties as are reasonably assigned by the Principal.</li> <li>To promote the Mission, Vision and the Values of the school.</li> <li>Ensure that planning, preparation, recording, assessment and reports meet the expectations of the school</li> <li>To actively contribute to wider school development and growth</li> <li>To demonstrate thorough curriculum knowledge</li> <li>To demonstrate a proactive approach towards professional development</li> </ul>
<b>REPORTING TO</b>	Head of Secondary Maths Department
<b>DIRECT REPORTS</b>	N/A
<b>OTHER KEY RELATIONSHIPS</b>	Pupils, current parents, prospective parents, Head of Secondary, Deputy Head of Secondary, Administrative Staff

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
<b>Engagement and Interaction – School Ambassador to Internal Community</b>	
<ul style="list-style-type: none"> <li>Facilitate parental engagement by ensuring pupils' current learning and next steps are shared coherently with parents.</li> <li>To support the life of the school beyond the classroom including after school activities, school trips, events and to contribute to whole school learning initiatives during term time.</li> <li>Prepare and present informative reports to parents in a professional manner.</li> <li>Prepare presentations for parental groups as required by the Head of Secondary Maths, Head of Secondary or Principal.</li> <li>To act as a role model with regards to personal appearance and conduct.</li> </ul>	<ul style="list-style-type: none"> <li>Relationship with parents.</li> <li>Contribution to the wider community.</li> <li>Professional standards.</li> <li>Quality of reports.</li> </ul>
<b>Learning and Teaching</b>	
<ul style="list-style-type: none"> <li>Ensure the effective teaching and management of classes or groups so that teaching objectives are met, pupils are engaged and challenged, and teaching time is used efficiently.</li> <li>Have an excellent knowledge and understanding of what makes quality and effective Maths provision and the</li> </ul>	<ul style="list-style-type: none"> <li>Improved student performance</li> <li>Performance appraisal</li> <li>Well managed classroom environment</li> <li>Effective use of Maths</li> </ul>

<p>utilisation of teaching strategies that raise pupil achievement.</p> <ul style="list-style-type: none"> <li>▪ Use teaching methods that will engage pupils and stimulate their intellectual curiosity including the use of effective questioning, clear presentation and good use of the available resources.</li> <li>▪ Set high expectations for pupil behaviour, establishing and maintaining an excellent standard of behaviour management through positive and productive relationships in accordance with the behaviour rules and policy of BCB.</li> <li>▪ Have a thorough understanding of the specific needs of non-native English speaking pupils, and an ability to adjust their teaching to enable those pupils to raise their learning achievements.</li> </ul>	<p>assessment methods and tracking</p> <ul style="list-style-type: none"> <li>▪ Engaged, stimulated and challenged pupils</li> <li>▪ Incorporating effective and appropriate EAL strategies in teaching</li> <li>▪ Learning walks.</li> <li>▪ Lesson observation.</li> </ul>
<b>Planning and Preparation</b>	
<ul style="list-style-type: none"> <li>▪ Identify clear teaching objectives, content, structures and sequences of lessons appropriate to the educational needs of pupils</li> <li>▪ Set appropriate, realistic but challenging expectations for pupil learning – building on prior attainment</li> <li>▪ Identify pupils who may require additional support and know where to get help in order to give positive and targeted support</li> <li>▪ Planning should show a clear understanding of the curriculum goals and expectations leading to progression within the structure of the curriculum</li> <li>▪ Planning should show a clear understanding and reasoning of the use of EAL strategies to support learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved pupil performance.</li> <li>▪ Planning reflects curriculum goals.</li> <li>▪ Effective use of assessment methods and tracking.</li> <li>▪ Individualised differentiated teaching and good use of support strategies.</li> <li>▪ Good use of EAL support strategies.</li> <li>▪ Performance appraisal.</li> <li>▪ Learning walks.</li> <li>▪ Planning scrutiny.</li> </ul>
<b>Professional and Personal Development</b>	
<ul style="list-style-type: none"> <li>▪ Continual development through the identification and implementation of your own Personal Development Plan</li> <li>▪ Regular engagement with Nord Anglia University and its courses.</li> <li>▪ Engagement with other NAE teachers through NAE's Global Campus.</li> <li>▪ Undertake IB and CIE training as relevant</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved performance.</li> <li>▪ Performance appraisal.</li> <li>▪ Personal Development Plan</li> <li>▪ Engagement with Nord Anglia Education University</li> <li>▪ Engagement with Global Campus as appropriate</li> <li>▪ IB and CIE training completed</li> </ul>
<b>PERSONAL SPECIFICATIONS – Skills Knowledge and Experience</b>	
<ul style="list-style-type: none"> <li>▪ Teaching degree with QTS</li> <li>▪ Knowledge and experience of the Maths English National Curriculum at Key Stage 3, IGCSE curriculum and IB Diploma curriculum</li> <li>▪ Knowledge of EAL teaching strategies</li> </ul>	Essential
<ul style="list-style-type: none"> <li>▪ Previous international teaching experience</li> <li>▪ Experience and knowledge of IBDP</li> </ul>	Desirable

<ul style="list-style-type: none"> <li>▪ A proven track record of teaching Maths with at least two years teaching experience</li> </ul>	
<b>Personal Attributes</b>	
<ul style="list-style-type: none"> <li>▪ High levels of personal integrity</li> <li>▪ Conscientious and able to focus on completing work to a consistently high standard</li> <li>▪ Flexible and positive approach to work</li> <li>▪ Excellent organisational and time-management skills; high attention to detail</li> <li>▪ Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved</li> <li>▪ Adaptable to working in a fast paced ever changing environment</li> <li>▪ Ability to work under pressure and remain calm</li> <li>▪ Proactive and willingness to take on multiple tasks</li> <li>▪ Self-motivated and enthusiastic</li> <li>▪ Ability to work independently</li> <li>▪ Must be a team player, willing to help and be flexible</li> <li>▪ Continually strive for improvement</li> </ul>	
<b>Other</b>	
<ul style="list-style-type: none"> <li>▪ Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.</li> <li>▪ Compliance with visa requirements for working in Brazil.</li> <li>▪ A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required</li> </ul>	

PHILOSOPHY AND VALUES	
<p><b>We are ambitious for our students, our people and our family of schools. We believe that:</b></p> <ul style="list-style-type: none"> <li>▪ There is no limit to what every person can achieve.</li> <li>▪ Creativity and challenge help us get better every day.</li> <li>▪ Learning should be personalised.</li> <li>▪ Unique global opportunities enhance the learning experience.</li> </ul> <p><b>The NAE Commitment</b></p> <p>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 <b>respect, integrity, openness, courage and ambition</b>. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.</p> <p><b>Promote and embodies <i>The CORE 7 Leadership Capabilities:</i></b></p> <ul style="list-style-type: none"> <li>▪ <b>Accountable</b> – Establishes a high performing culture and accepts accountability for organisational performance.</li> <li>▪ <b>Strategic</b> – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction</li> <li>▪ <b>Collaborative</b> – Works collaboratively with others to achieve organisational outcomes</li> <li>▪ <b>Entrepreneurial</b> – Creates organisational value for diverse stakeholders and achieves commercial success</li> <li>▪ <b>Enabling</b> – Drives excellence through valuing and developing others</li> <li>▪ <b>Agile</b> – Achieves personal and organisational success within a changing, dynamic and complex environment</li> <li>▪ <b>Resilient</b> – Demonstrates personal resilience within a demanding environment of high expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Role-model the ‘Be Ambitious’ philosophy each day</li> <li>▪ Feedback as a valued member of the team and the wider organisation</li> </ul>

Dear Applicant,

Nord Anglia Education is the world's leading premium international schools organisation. Our 69 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 67,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 10,000 teachers and staff, working in 69 schools located in 29 countries around the world supporting our students' learning. Together, we educate over 67,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students' academic achievement exceeds global averages across every key stage. On average, our students' score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world's top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.