

## JOB DESCRIPTION

KEY INFORMATION ON THE ROLE	
Position Title	Teacher (EYFS or Primary)
Reports To (title)	Assistant Principal (Primary)
# Direct Reports	Not Applicable



### SECTION I: JOB PURPOSE

The purpose of the role is to deliver high standards of teaching to students and to build outstanding reputation of the school.

### SECTION II: KEY RESPONSIBILITIES

#### ***Safeguarding and promoting the welfare of students***

- Incorporates HASIS's vision, mission and core values into normal working practice and is a positive role model to others;
- Places the safety and welfare of pupils above all other considerations;
- Treats all stakeholders of the school community, including students, parents, colleagues and governors with consideration and respect;
- Alerts to and reports appropriately, any behaviour that may indicate that a student is at risk of harm;
- Promotes the school to parents and wide community;

#### ***Class Teacher level responsibility***

- Assumes class teacher responsibility for assigned class;
- Maintains accurate, up-to-date student records (portfolios, assessment/report grades, reading records etc.)
- Plans and prepares lessons in accordance with the class timetable;
- Builds relationships with all school stakeholders. Acts as single point of contact for students and parents;
- Liaises with subject teachers, student counsellor and parents regarding the provision and deployment of support for special educational needs as required;
- Ensures the provision and attendance of support classes where necessary (liaises with subject teachers, activities coordinator, Assistant Principal (Primary), Assistant Principal (Inclusion) and parents as necessary);

#### ***Planning, teaching and learning***

- Designs, prepares and delivers engaging lessons appropriate for all students;
- Sets and delivers high standards of academic excellence in the class;

- Monitors student progress and keeps records on their development. Provides support and guidance to underachieving students;
- Prepares and monitors IEP's – Individual Education Plan for underachieving students;
- Acts as coach for gifted and talented students;
- Ensures that teaching meets all the needs of students, including effective management of behaviour;
- Maintains class discipline and encourages learning participation in the class;
- Controls and oversees the use and storage of books and other teaching resources provided for class usage;
- Encourages holistic growth of students by supporting their participation in extracurricular activities and academic excellence in competitive tests;
- Strives balance between academics and overall student development by participation in sports, art, drama and music;
- Maintains awareness of student health and wellbeing and recommends them to school clinic when required;
- Uses wide range of teaching methods and aids to make learning engaging and positive;
- Leads/Participates in at least one after school activity each week.

#### ***Classroom management***

- Handles any unsatisfactory behaviour effectively as per school policy and procedures;
- Utilises modern technology in the classroom;
- Maintains classrooms as a safe and educationally conducive environment;
- Keeps students' books and reading materials in the correct storage areas;
- Demonstrates creativity in designing classroom display.

#### ***Management and deployment of resources***

- Demonstrates an ability to innovate, excite and inspire children and colleagues;
- Liaises with primary colleagues to develop programs of learning;

#### ***Communication***

- Actively participates in school activities, such as assemblies, plays, concerts, workshops, sports days, trips and visits and fundraising ventures;
- Supports the work of the Parent Teacher Association by attending events and providing factual feedback to parents;
- Marks class attendance registers, and monitors and reports student absence

#### ***Professional development and additional responsibility***

- Maintains up-to-date subject knowledge;
- Participates in the HASIS Performance Management process and opportunities for Continued Professional Development, including attending INSET;
- Undertakes cover duties for colleagues as assigned by the Principal/SLT;

	<ul style="list-style-type: none"> <li>• Attends and contributes to staff meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole;</li> <li>• Promotes and participates in after school activities organised at school</li> </ul>
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### SECTION III: KNOWLEDGE AND SKILLS

Minimum Educational Qualifications Required for the Role	<ul style="list-style-type: none"> <li>• University graduate relevant to a relevant subject (English, Sciences, Mathematics, Humanities, ICT, Arabic, French) with Post Graduate Certification in Education (PGCE) or Professional Graduate Diploma in Education (PGDE);</li> <li>• Or Bachelors in Primary/Early years Education</li> </ul>
Minimum Years of Experience Required	<ul style="list-style-type: none"> <li>• Relevant teaching experience – International British curriculum;</li> <li>• Minimum 4 years subject teaching experience post qualification;</li> <li>• Teaching credentials - QTS (Qualified Teacher Status);</li> <li>• Candidate should be able to teach up to the maximum age in their applicable Key Stage.</li> </ul>
Language Skills	<ul style="list-style-type: none"> <li>• Excellent verbal and written communication in English language;</li> <li>• Knowledge of Arabic is an advantage</li> </ul>
Skills and Abilities	<ul style="list-style-type: none"> <li>• To have passion for teaching and your subject;</li> <li>• To have proven class management skills;</li> <li>• To be a fully qualified teacher;</li> <li>• To be an active listener who can understand pupils needs;</li> <li>• To have good sense of humour and ability to stay positive;</li> <li>• To be culturally sensitive and respectful of local traditions.</li> </ul>

### SECTION IV: KEY INTERACTIONS

Key Internal Contacts:	Purpose and Frequency of Interaction
Principal	On need basis
SLT, Inclusion team	On need basis
Teaching assistants & other support staff	Daily
Key External Contacts:	Teacher's networking forums
External Authorities	On need basis
Vendors/Suppliers	On need basis

### SECTION V: WORKING ENVIRONMENT

Working Conditions	Multicultural work environment.
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