



# LE RÉGENT

CRANS-MONTANA COLLEGE

*Switzerland* 

## TEACHER OF ENGLISH AND RESIDENT BOARDING TUTOR

Appointment to take effect from January 2020



## WHO WE ARE

### TAILORED EDUCATION IN AN INCREASINGLY STANDARDIZED WORLD

Welcome to Le Régent Crans Montana College, an international IB World school rooted in the canton of Valais and its spectacular mountains. We are nestled in the upscale yet neighbourly resort of Crans Montana amongst families with strong community values. Primarily a boarding school, we also welcome day students. Our educational model is unique, inspiring, rigorous and tailored to the needs of each student from 4 to 18.



### COLLABORATION BETWEEN LE RÉGENT COLLEGE AND LE ROSEY

We are proud to collaborate with Le Rosey, one of the oldest and most emblematic of independent schools. This collaboration is based on the conviction that a beautiful school in the Swiss mountains can offer children an education that exists nowhere else.

[www.leregentcollege.com/news/collaboration-between-le-régent-college-and-le-rosey](http://www.leregentcollege.com/news/collaboration-between-le-régent-college-and-le-rosey)

### ETHOS

Our school is governed by four school principles: COURTESY, COMPASSION, CREATIVITY and COURAGE, which students and staff are expected to reflect upon and embrace. The discovery of and respect for others are at the heart of everything we do. We want our students to leave school imbued with solid values, a better understanding of who they are and a sense of belonging. “Semper ad maiorem” is part and parcel of our logo and governs our daily life. Children are treated as individuals, provided with ongoing support by a hand-picked team of experienced teachers, tutors and directors who expect each student to reach his or her true academic potential and achieve well in all areas of school life. We not only deliver a broad and well-balanced curriculum, but we also promote character education, bringing the best out of our pupils. Our teachers are empathetic, caring, positive and always ready to give time, attention and nurturing support to every student. This approach to teaching makes it possible for teachers, tutors, and House Parents to build with each student a special relationship based on mutual trust and on our core values.

### THE CURRICULA

From Reception to Year 11, we teach a curriculum designed around our four founding principles and based on the British National Curriculum. It leads to the (I)GCSE and is followed by the IB syllabus in the last two years of secondary school. The IB Diploma Programme is an academically challenging syllabus based on a balance of academic rigour and a skills-based approach to learning. It is best suited for preparing students to meet the challenges of university and life beyond.



### Scholarships

Every year, we award scholarships to IB Diploma Programme students who show academic excellence and can contribute strongly to the life of our international community. They are awarded to deserving students on the basis of financial need and are means tested. For more information: <https://www.leregentcollege.com/ibdp-academic-scholarships>

### BILINGUAL INFANT SCHOOL

Children aged 4 to 7 are taught a curriculum based on the British National Curriculum in both English and French by teachers whose native tongue is English or French. By the time the pupils are ready to join Year 3 and follow a curriculum taught only in English, they have become bilingual. The focus is language in action through games, songs, and a plethora of activities outdoors as much as possible.



## OUTSIDE ACADEMIC LESSONS

Our Weekend Activities programme is an important part of the education we offer. It is designed to provide students with opportunities to challenge themselves and experience a wide range of different activities. Amongst them are our iconic Long Expeditions which never fail to leave our students with a lasting sense of accomplishment while building their resilience and character. Le Régent College is currently the only institution outside of the UK that is recognized as a provider of the John Muir Award. This programme focuses on the respectful discovery of wild places and leads students to appreciate, respect and protect nature and the environment.

## INDIVIDUAL SUPPORT

We provide the best possible surroundings and atmosphere for a balanced and happy life that enhances academic progress, personal growth, the development of individual talents, and the discovery of others. Class sizes are small (16 students maximum) and the tutoring system put in place does not leave any room for slacking and falling behind. Highly qualified and passionate, our teachers act as facilitators of learning, helping children develop critical thinking skills and promote self-learning. Students learn to ask questions and are prompted towards finding solutions through exploration. They also benefit from the support of a dedicated tutor who coaches them throughout the school year and are information relays for their parents.

## BOARDING LIFE IN THE MOUNTAINS

The special care given to the children's welfare, together with a real family atmosphere, ensure a harmonious and happy life. Looking after the boarders is actually a full-time job for one of the House Parents. In both the Junior School and the Senior School, generous space is dedicated to comfortable and well-appointed common rooms for the children's enjoyment and relaxation. On weekends, a programme rich in sports, cultural activities, and mountain outings is offered. Flexi-boarding is possible on request.



A modern yet cosy environment conducive to a family atmosphere, ensures the harmonious development of each and every child. In addition, the students enjoy the vibrant mountain city of Crans-Montana, a beautiful setting with a magnificent view, the fresh air of the mountain on a sunny plateau at 1,500 meters above sea level, and of course the proximity of the ski slopes and the Crans-sur-Sierre Golf course. Nestled in this wonderful environment, the school offers its students an optimal learning environment and a unique boarding experience.

## FOR MORE INFORMATION

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[www.leregentcollege.com](http://www.leregentcollege.com)

[www.facebook.com/leregentcollege](https://www.facebook.com/leregentcollege)

[www.instagram.com/leregentcollege](https://www.instagram.com/leregentcollege)

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## ENGLISH TEACHER – JOB DESCRIPTION

### MAIN PURPOSE OF THE JOB

- Carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies
- Facilitate learning by establishing a relationship with students and creating an effective learning environment
- Work as part of a departmental team, reviewing and developing the curriculum and producing resources to support learning for the full ability range, and attend regular departmental meetings
- Be committed to creating Future Ready learners who are encouraged to develop creativity and problem solving skills
- Embrace the school's innovation goals for learning
- Assist the Head of English in meeting the (I)GCSE and IBDP examination syllabus and ensure all students are thoroughly prepared for public examinations

- Foster the appropriate personal skills and qualities which enable the development of the child
- Link students' knowledge to earlier learning and encourage further development, challenging and inspiring their continual learning
- To maintain high standards of teaching and learning of English from ages 11 – 18
- To monitor the achievement and progress of students in English, including target setting, use of data and intervention strategies to raise standards
- To ensure high academic standards are met at every key stage and to be accountable for your students' progress and results
- To uphold and develop the KS3 reading challenge alongside other members of the department
- To contribute to rigorous and challenging SOW to enable achievement and performance at all academic levels.
- To teach to an excellent standard across a range of year groups
- To liaise with the EAL department, where necessary, to ensure the smooth transition of students to mainstream English and to develop strategies to help
- To proficiently integrate ICT within the English curriculum
- To play a full part in the day and boarding life of the College
- To offer extra-curricular provision

### **PLANNING AND ASSESSMENT**

- Identify clear teaching and learning objectives appropriate to the subject matter and the students
- Set appropriate and demanding expectations for each student's learning, including the setting of clear targets
- Assess how well learning objectives have been achieved and use this assessment for future teaching
- Mark and monitor students' work promptly, providing constructive oral and written feedback, setting targets for their progress
- Write constructive reports that focus firstly on the positive and then on the weaker elements of students' work

### **MANAGING OWN PERFORMANCE AND DEVELOPMENT**

- Understand the need to keep up to date with research and developments in teaching and assessment
- Understand professional responsibility in relation to school policies and practices
- Set a good example for the students that you teach in presentation and personal conduct
- Attend staff INSET as required and liaise with the Director of Studies regarding CPD
- Participate in the school's Professional Development Review system

### **PASTORAL**

- Support students' personal development and address pastoral issues as they arise, involving as appropriate house parents, class teachers, tutors, senior staff, and parents
- Encourage students to participate in extra-curricular activities where appropriate for your subject
- Be a class teacher or tutor as required by the school

### **OTHER RESPONSIBILITIES**

- Attend staff and department meetings and perform supervisory duties as reasonably required
- Attend Parent Teacher meetings as required
- Organise and contribute to the extra-curricular programme of the school, including weekend activities
- Maintain classroom displays as part of the learning environment
- Do an evening duty in the boarding house
- Be a role model of the four school principles
- Help in the promotion of the school in the local area
- Undertake such duties as may be reasonably required, having regard to the terms and spirit of the Contract of Employment

This job specification is not definitive and is likely to evolve as the post holder develops their particular professional strengths both with the Junior School and the College.

## LINES OF RESPONSIBILITY

Responsible to:

- Ultimately the Executive Head Master of the College
- The Deputy Head
- The Director of Studies
- The Head of English
- The relevant heads of co-curricular activities

## PERSON SPECIFICATION

KEY CRITERIA	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>☞ A good honours degree in English</li> <li>☞ A teaching qualification - PGCE</li> </ul>	A post graduate degree or relevant further study
<b>KNOWLEDGE AND EXPERIENCE</b>	<ul style="list-style-type: none"> <li>☞ Be a qualified teacher, ideally with post-qualifying experience</li> <li>☞ Be able to teach English to KS3 and KS4 in Language and Literature</li> <li>☞ Be able to teach KS5, preferably IB</li> <li>☞ Have experience of teaching EAL students</li> <li>☞ Have a creative and enthusiastic approach both inside and outside of the classroom</li> <li>☞ Be proactive and flexible, with a sense of humour</li> <li>☞ Have an abundance of energy, and a willingness to go the extra mile</li> </ul>	Experience of teaching in an international setting
<b>TEAMWORK</b>	Excellent interpersonal communication skills in order to work closely with staff, students and parents	
<b>PERSONAL</b>	<ul style="list-style-type: none"> <li>☞ Native speaker of English</li> <li>☞ Maintain positive relationships with staff, pupils and parents</li> <li>☞ Ability to see tasks through to a successful completion and prioritise</li> <li>☞ Ability to command respect of young people and staff</li> <li>☞ Knowledge, understanding and competence in ICT</li> <li>☞ Ability to meet deadlines</li> <li>☞ Ability to pay attention to details</li> <li>☞ Uphold the College's four pillars</li> </ul>	