

## NORTH LONDON COLLEGIATE SCHOOL DUBAI

### JOB SPECIFICATIONS

The successful candidate will also ensure that the qualities of the IB Learner Profile and the core academic skills of research and inquiry are embedded within the curriculum. It is essential that the Teacher of Mandarin has the ability to communicate deep understanding of, and passion for teaching, the language. The successful applicant will be fluent in Mandarin and have experience of teaching Mandarin as a first language.

Previous experience of the IB Primary Years, Middle Years and/or Diploma Programmes are an advantage but not essential; of prime importance is an ability to motivate and inspire students in order to ensure that academic provision is consistently of the highest standard.

All members of staff are expected to be involved in pastoral care within the School community, usually in the role of form tutor or co-tutor, and to contribute to the extra-curricular life of the School.

Position/Job Title:	Teacher of Mandarin
Classification:	Junior and Senior School
Reporting to:	Head of Mandarin
Professional qualifications:	<ul style="list-style-type: none"> <li>Teaching qualification</li> <li>Bachelor's Degree or higher in Mandarin Language/Literature or related</li> <li>Recent participation in continuing professional development</li> </ul>
Professional experience:	<ul style="list-style-type: none"> <li>Experience of implementing a range of pedagogical techniques, with a track record of innovation in teaching and learning</li> <li>Proficient and experienced at teaching, ideally with experience of the IB PYP/MYP/DP, with an outstanding track record of examination success</li> <li>Recent experience of managing students from a variety of cultures</li> <li>Experienced teaching to sixth form level</li> <li>Experience of developing a broad, balanced and academically ambitious curriculum</li> <li>A good knowledge of curriculum initiatives</li> <li>The successful candidate will have a strong classroom presence and be able to model excellence in the classroom</li> </ul>
Personal qualities and skills:	<ul style="list-style-type: none"> <li>Native Mandarin speakers will be given preference for this role</li> <li>Commitment to raising the achievement and standards of pupils and staff</li> <li>Ability to inspire colleagues and pupils</li> <li>A good team player and team leader (Flexible, inclusive and pragmatic style)</li> <li>Able to work positively and effectively with students and parents, outside agencies and colleagues</li> <li>Exemplary communication skills in English, both verbal and written</li> <li>Possess good organisational skills, manage time efficiently</li> <li>Offer substantial commitment to extra-curricular activities</li> <li>Commitment to issues of equity &amp; working with culturally diverse families</li> <li>High level interpersonal skills</li> <li>Confident and articulate in communicating with others</li> <li>Possess good organizational skills, manage time efficiently</li> <li>Ability to show good cultural understanding and differentiation between students from various backgrounds and abilities</li> </ul>

	<ul style="list-style-type: none"> <li>• Offer substantial commitment to extra-curricular activities</li> <li>• Knowledge of additional languages would be an advantage</li> </ul>
Duties & responsibilities:	<p><b>Planning, Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Planning in a collegial and professional manner with colleagues, showing respect, being prepared and adhering to the school wide meeting norms and team's essential agreements at all times.</li> <li>• Collaborating with the Head of Mandarin and colleagues to share new ideas, approaches and professional knowledge.</li> <li>• Utilising the PYP/MYP/DP frameworks to collaboratively design a Program of Inquiry across all grades.</li> <li>• Planning which emphasises connections among curriculum areas and focuses on trans- disciplinary skills and the essential elements of PYP/MYP/DP.</li> <li>• Using structured inquiry-based learning models to deliver high quality lessons and student-centred learning activities, that meet student's individual learning needs and to ensure student's progression.</li> <li>• Using assessment to drive the planning process</li> <li>• Viewing students as thinkers with their own emerging theories.</li> <li>• Employing a range and balance of appropriate classroom management strategies, teaching methods and resources to enhance the learning experience for all students.</li> <li>• Flexible grouping strategies using a variety of different learning situations, including whole class, small group, partner work and individual work; at desks, on the floor, outdoors, etc.</li> <li>• Using learning technologies to enhance learning across all curriculum areas.</li> <li>• Differentiating and extending work, as appropriate, in all curriculum areas, working closely with the Learning Support department as required.</li> <li>• Involving students in shared reflection during, and at the end of, each unit, on a consistent basis.</li> <li>• Evaluating the program collaboratively with teaching partners, and parents and students.</li> <li>• Ensure that all classroom and teaching practice is in accordance with NLCS Dubai school policy and procedure.</li> </ul> <p><b>Monitoring, Assessment, Recording, Reporting</b></p> <ul style="list-style-type: none"> <li>• Using assessment information about prior attainment to set high expectations, which inspire, motivate and challenge students.</li> <li>• Making effective use of formative and summative assessment to plan challenging learning opportunities for all students.</li> <li>• Monitoring students' learning (employing teacher, self and peer assessment) to ensure they remain on track to achieve challenging targets.</li> <li>• Use performance data to evaluate students' progress, engage students in their own learning through meaningful feedback and set appropriate targets for personal and student improvement.</li> <li>• Report individual student's progress to parents and school personnel through written reports and formal and informal conferences.</li> <li>• Be punctual in meeting all deadlines.</li> <li>• Contribute to curriculum reviews and improvement planning which supports school development and enhances student learning.</li> </ul> <p><b>Classroom management</b></p> <ul style="list-style-type: none"> <li>• Promote and celebrate the attributes of the IB Learner Profile.</li> <li>• Maintaining a well organised and stimulating learning environment, which promotes effective teaching and learning and of which students can feel ownership.</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintaining a stimulating and meaningful display of children's work, ensuring that it is regularly updated and relevant to topics being taught.</li> <li>• Establishing a purposeful and safe learning environment.</li> <li>• Maintaining a well-managed classroom with a good work ethos and good working relationships.</li> <li>• Creating a culture of achievement where pupils aim to do their best &amp; are rewarded for doing so.</li> <li>• Managing behaviour effectively to ensure a good and safe learning environment</li> <li>• Unsatisfactory behaviour is handled effectively as per school policy and procedures.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Demonstrating consistently high standards of personal and professional conduct.</li> <li>• Contributing positively to the morale and community spirit in the school.</li> <li>• Meeting with the Head of Mandarin and colleagues as necessary to discuss individual students and their progress.</li> <li>• Communicating accurately, regularly and meaningfully with families of students.</li> <li>• Be proactive in communicating with parents regarding both pastoral and academic issues.</li> <li>• Reporting IEPs to parents, as directed.</li> <li>• Attending parents' consultations or meetings throughout the year as required.</li> <li>• Taking registration, in accordance with whole school policy.</li> <li>• Maintaining up-to-date subject knowledge.</li> <li>• Self-evaluating and reviewing teaching methods, materials and scope and sequence.</li> <li>• Participating in the school's Performance Management Cycle and be involved in opportunities for Continued Professional Development, including attending inset, as directed.</li> </ul> <p><b>Additional responsibilities</b></p> <ul style="list-style-type: none"> <li>• Provide work in the case of own absence.</li> <li>• Undertake at least one extra-curricular activity per term.</li> <li>• Attend, and contribute to, staff meetings, discussions and management systems necessary to co- ordinate the work of the school as a whole.</li> <li>• Actively participate in school activities, such as assemblies, plays, concerts, workshops, sports days, trips, visits and charity events.</li> <li>• Support the work of the Parent Teacher Association by attending events, which promote the school.</li> </ul>
Safeguarding:	<ul style="list-style-type: none"> <li>• Bringing to the immediate attention of the designated safeguarding lead and the Principal any significant pastoral matters, including any safeguarding concerns</li> <li>• Abide by the school safeguarding policy and keep abreast of any changes</li> </ul>

*As with all posts, the Principal will reserve the right to vary the precise responsibilities should needs change and opportunities arise.*