



SECONDARY TEACHER JOB DESCRIPTION

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| LOCATION | British Vietnamese International School Hanoi | |
| JOB PURPOSE | <p>Everything we do is connected to our vision to create a generation of resilient and creative global citizens, who will change our world for the better.</p> <p>You will be an important part of our team who is able to teach throughout Key Stage 3, IGCSE and A Level. You will plan and deliver outstanding teaching and learning so that every student is challenged, makes progress, and thrives in a safe, inclusive, and stimulating learning environment. You will positively contribute to the community and support the strategic aims of the school.</p> | |
| REPORTING TO | Head of Department | |
| DIRECT REPORTS | | |
| OTHER KEY RELATIONSHIPS | Internal: <ul style="list-style-type: none">▪ Secondary School Leadership Team (SSLT), Heads of Year, University Counsellor, Learning Support Teacher, EAL Department | External: <ul style="list-style-type: none">▪ Parents |
| KEY RESULTS AREA | | |
| GENERAL RESPONSIBILITIES | | |
| <ul style="list-style-type: none">▪ Promote the 'mission' and philosophy of the school ensuring that students are working towards being truly bilingual, international citizens.▪ Always promote well-being of students, and proactively safeguard students according to school safeguarding policies and procedures, following them at all times▪ Be able to teach at Key Stage 3 at IGCSE and A Level.▪ Use baseline data effectively to measure learning effectiveness for individual students, therefore informing teaching and learning choices and proactively personalising support▪ Be flexible and adjust to the needs of the school, actively contributing to the school development plans and growth.▪ Use the student tracking and monitoring process to advance student learning and enhance professional practice in line with the school's aspirations and priorities.▪ Take personal responsibility for your professional development.▪ Communicate effectively the school's narrative, being an ambassador for our school at all times. | | |
| ENGAGEMENT AND INTERACTION – SCHOOL AMBASSADOR TO INTERNAL COMMUNITY | | |
| <ul style="list-style-type: none">▪ Support the life of the school beyond the classroom.▪ Undertake the planning and organization of day trips within the subject as required.▪ Deliver extra-curricular clubs in line with the school's expectations.▪ Support all School events such as productions, concerts and assemblies. | | |

LEARNING AND TEACHING

- Plan and deliver engaging, differentiated teaching and learning, setting clear learning intentions and ambitious expectations for students, incorporating key content, skills, and concepts through a variety of learning activities
- Set regular, meaningful, and appropriately challenging homework, according to school policy
- Inspiring students to be passionate, curious, exited learners.
- Setting consistently high standards.
- Develop effective approaches to learning in students.
- Monitoring, evaluating and developing teaching.
- Ensure that planning, preparation, recording, assessment and reporting are of the highest quality and meet the varying learning and social needs of students.
- Allow for students to be active participants in their own learning, assessment, and reflection, creating a classroom culture where students can use criteria effectively to identify their own next learning steps
- Maintaining high levels of behaviour that encourage learning.
- Effectively using homework and co-curricular learning opportunities.

PLANNING AND PREPARATION

- Make effective use of formative feedback and summative assessment to plan challenging learning opportunities for all students.
- Monitor and record students' learning to ensure they remain on track to achieve challenging targets.
- Report on progress to appropriate stakeholders - students, parents, form tutors and Head of Department.

PROFESSIONAL AND PERSONAL DEVELOPMENT

- Participate fully in the school's Performance Management procedures and appraisal, including objective setting
- Continual develop through the identification and implementation of professional development targets, interacting with the SuccessFactors system and performance management process to reflect on teaching and learning practice
- Continual development through the identification and implementation of your own Personal Development Plan, leading to improved performance.
- Participate in learning walks, observations and coaching, as appropriate.

PASTORAL CARE

- Be the first point of contact and provide pastoral care to students.
- To take on the role of form tutor to any year group in Secondary.
- Maintain a purposeful and safe learning environment for all students.
- Promote the general progress and well-being of individual students and of the class as a whole.
- Contribute to the preparation of action plans and other support mechanisms.
- Communicate effectively with parents, liaising with other staff as appropriate.

PERFORMANCE MEASUREMENT

The above key results areas are based on

- Employee performance review rating(s)
- Training feedback
- Team's feedback
- Campaign performance
- Programme success

PERSONAL SPECIFICATIONS

Qualification/ Training:

- Qualified to degree level or above plus PGCE/QTS – Essential
- Experience of delivering a UK National Curriculum to KS3 (or equivalent) – Essential
- Experience of delivering (I)GCSE and A Level (or other UK equivalent) – Essential

Experience:

- Proven track record with at least three years' teaching experience – Essential
- Experience of being part of a highly successful department and school – Desirable
- Good classroom practice and interpersonal skills – Essential
- Demonstrable evidence of innovating and adapting curriculum to engage children and enable them to reach their potential – Essential
- Working in partnership with parents – Essential
- Experience with or a willingness to be involved in Duke of Edinburgh - Desirable

Skills:

- Excellent oral and written communication skills – Essential
- Ability to teach different age-ranges and English proficiency levels – Essential
- Ability to engage children and enable them to perform highly – Essential
- Use of iSAMS – Desirable
- Evidence of commitment to continuous professional development – Desirable
- Confident global citizen or a willingness to become one – Desirable
- Understand the complex and demanding environment of an international school community – Desirable

Others:

- The ability to integrate technology into the classroom experience to enhance and extend the learning of students
- Successfully teach students using technology in a virtual/hybrid environment
- Strong proficiency with Microsoft Word and PowerPoint for producing reports and presentations.
- Good cross-cultural, interpersonal and communication skills to interact with diverse nationalities and cultures.
- Excellent analytical skills – with the passion and drive to demonstrate and quantify success.
- Results orientated with the ability to consistently map efforts against identified KPIs.
- Excellent time management skills and flexibility in dealing with multi-functional tasks.

PERSONAL ATTRIBUTES

As our teammate, here's what we expect:

- High levels of personal integrity
- Conscientious and able to focus on completing work to a consistently high standard
- Flexible and positive approach to work
- Excellent organisational and time-management skills; high attention to detail
- Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved
- Adaptable to working in a fast-paced, ever-changing environment
- Ability to work under pressure and remain calm
- Proactive and willingness to take on multiple tasks
- Self-motivated and enthusiastic
- Ability to work independently
- Must be a team player, willing to help and be flexible
- Continually strive for improvement

CREATE YOUR FUTURE

We're [Nord Anglia Education](#), the world's largest premium international schools organisation. Every day, our teachers and support colleagues help our thousands of students achieve more than they ever imagined possible.

A transformational education at one of our schools is focussed on excellent academic outcomes, creativity, wellbeing, and international connectedness. Our innovative use of educational technology also creates a personalised, 21st century learning experience for all students, while our global scale

means we can recruit and retain the world's best teachers and offer unforgettable events and expeditions.

Our people are empowered to make a difference in their fields of expertise. Our fast pace of growth requires evolution and change from everyone, giving you the chance to define the role you do in the future. This challenges the learning agility of our employees and ensures every day brings interesting new experiences.

Founded in 1972 in the United Kingdom, our first international school opened in 1992 in Warsaw, followed by rapid growth across the world since the 2000s.

When you join our team, you'll become part of a global family of experts working for a fast-growing premium international brand.

OTHER

- Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.
- Compliance with visa requirements for working in Vietnam
- A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required