



Job Description

This job description reflects the current requirements of the post. As duties and responsibilities change and develop, the job description will be reviewed and is subject to amendment in consultation with the post holder.

The offer of appointment is subject to satisfactory references and an Enhanced Criminal Records Bureau disclosure or equivalent and Health check.

Position	Secondary School Teacher
Reports to	Head of Secondary School
Appointment	Full time
Main characteristics	BIST vision, mission and values are available on our school website and represent the core of what we aim to achieve in our school. The fundamental responsibilities of every teacher are to ensure they adhere to these values and they work constantly to translate them into daily classroom practice. The school's primary purposes are student safety, their emotional wellbeing and holistic development. Based on these principles we have divided the responsibilities attached to this job description, in five main categories: planning, teaching, assessment, professional development and contribution to school community.
General purpose	The Secondary School Teacher will: <ul style="list-style-type: none">• Familiarise themselves with the school policies and procedures;• Support and promote the school's mission, vision and values;• Do their very best to ensure a safe, happy and stimulating working environment;• Support student development at all levels;• Support student learning and achievement through cooperative effort and best practices;• Support and promote an international minded approach;• Support and implement school policies to ensure the best possible experience for all children in a safe and caring environment;• Keep parents informed and involved in the process of their child development and progress, in line with the school policies and procedures;• Work with the Head of Secondary School and the Secondary School team to support the annual Self Evaluation and school Development Plan;• Undertake pastoral care duties as part of the form tutor role for the allocated class.
Key responsibilities	Planning / The Secondary School Teacher will: <ul style="list-style-type: none">• Plan lessons collaboratively with their team based on school curriculum;• Plan lessons that build upon students' prior knowledge and experience;• Address assessment issues throughout the planning process;• Plan lessons which will emphasise connections among curriculum areas and explicitly focus on cross curricular skills;• Plan lessons which will accommodate a range of ability levels and learning styles;• Plan lessons in a collegial and professional manner with peers, showing respect, being prepared and on time;• Plan lessons on approved formats and keep plans up to date;• Write annual goals which are linked to the role of the teacher as well as the school's objectives;• Plan according to the school's schedules, calendar and timelines, completing work on time and arranging one's personal schedule in accordance with school responsibilities;• Incorporate the SMSC elements in the plans and ensure these are addressed during the lessons. Teaching / The Secondary School Teacher will: <ul style="list-style-type: none">• Act as role models in the matter of professionalism, dress code and general demeanour;• Build positive relationships with the students;• Show genuine interest in their students' lives, interests and passions;



Key responsibilities

- Promote school ethos and values in and outside of lessons;
- Have an enthusiastic, positive and engaging approach when working with children;
- Be a facilitator in the classroom and taking an interactive role with students;
- Use a range of teaching strategies agreed upon in the school and adapting as needed;
- View students as thinkers with their own emerging theories;
- Build on what students know and differentiate to meet student needs;
- Use a variety of resources representing multiple perspectives;
- Empower students to feel responsible and to get involved;
- Pursue open-ended inquiry and real-life investigations;
- Address the needs of students with different levels and types of ability;
- Incorporate the SMSC elements in their teaching when appropriate;
- Create displays in the classroom that are stimulating and attractive;
- Keep up-to-date with developments in subject area, teaching resources and methods, and make relevant changes to planning and teaching as appropriate;

Assessment / The Secondary School Teacher will:

- View planning, teaching and assessing as interconnected processes;
- Use a range of meaningful assessment strategies;
- Provide students with meaningful and constructive feedback (verbal and written);
- Use a range of recording and reporting strategies;
- Involve students, parents and colleagues in the assessment process on a regular basis;
- Involve students in shared reflection during, and at the end of, each unit, consistently;
- Enable students to see assessment as a means of describing their learning and progress;
- Assessing the levels of students' current experience and understanding before embarking on new learning, which may include journal writing, observation, or mind mapping;

Professional Development / The Secondary School Teacher will:

- View personal success and effectiveness in light of student progress;
- Actively and constructively participate in the school professional appraisal process;
- Actively seek professional development opportunities to support competence and expertise;
- Build collegial, professional dialogue with the team members to share good practice and support students learning and progress;
- Fully participate in the school's Professional CPD programme and take initiative when possible to contribute to the school CPD programme;

Contribution to School Community / The Secondary School Teacher will:

- Get involved in the school community outside the classroom and encourage their students to constantly seek ways to get involved and try to make a difference;
- Contribute to a positive and collegial environment, promoting harmony and common purpose in the school;
- Communicate regularly and positively with parents via meetings, reports and emails;
- Attend and actively participate in all called or scheduled school meetings for administrative and curriculum purposes to facilitate information sharing and collaborative planning;
- Attend special school events as required to contribute to the sense of team work, community spirit and to mark celebrations or special events;
- Attend meetings regarding students for curriculum, pastoral care and other matters as may be determined necessary;
- Provide supervision of students during breaks as necessary;
- Occasionally provide additional teaching and supervision services as directed by the Head of School;
- Provide workshops for parents and/or teachers as needed or requested;
- Contribute with articles for the school newsletter or school magazine;



	<ul style="list-style-type: none"> • Take part or lead extra-curricular activities (student council, events, theme days, house activities, school shows, etc) • Perform any additional duties that are within the employee's areas of expertise and qualifications, and that are in furtherance of BIST's mission, assigned by the Head of School.
Professional Qualifications	<ul style="list-style-type: none"> • Relevant degree and teaching qualification • Up-to-date police check • English language proficiency • Computer literacy
Experience	<ul style="list-style-type: none"> • Relevant experience in a similar teaching position is required
Personal Characteristics	<ul style="list-style-type: none"> • Self-motivated, flexible and adaptable • Ability to interact well with people at all levels and build positive relationships • Excellent communication and organisational skills • Very good IT skills • Passionate about teaching and working with children • Have an engaging personality and teaching style • Good classroom management skills • High expectations of children and themselves • Strong subject knowledge and master a variety of teaching and assessment strategies • Flexible and willing to learn new things • Team player and like to share good practice • Positive attitude and solution orientated • Keen to provide an engaging, stimulating and supporting learning environment
Key Performance Indicators in addition to meeting the DFE teacher's standards	<p>General</p> <ul style="list-style-type: none"> • Knowledge of work – skills and knowledge and level of understanding of all phases of the job and those requiring improving; • Communication – effectiveness in listening to others, expressing ideas, both orally and in writing and providing relevant and timely information to management and colleagues; • Teamwork – gets along with colleagues, respects the rights of other employees and shows cooperative spirit; • Decision making / problem solving –effectiveness in understating problems and making timely, practical decisions; • Independent action – effectiveness in time management, initiative and independent action within the prescribed limits; • Leadership – effectiveness in accomplishing work assignments through subordinates; establishing challenging goals; delegating and coordinating effectively; promoting innovation and team effort; • Managing change and improvement – effectiveness in initiating changes, adapting to necessary changes, identifying new methods and generating improvement; • Personal appearance – neatness and personal hygiene appropriate for the role • Dependability – complies with instructions and performs under normal and unusual circumstances; consider record of attendance and punctuality; • Safety – individual's work habits and attitude as they apply to work safety; consider their contribution to accident prevention, safety awareness and ability to keep the workplace safe and tidy; • Employee's responsiveness – measures responsiveness in completing job tasks in timely manner.