

Teacher Job Description

This job description should be read in conjunction with the teachers' contract.

The teachers are the essence of the work of the school and are expected to give the highest possible standard of service to students, parents and the school. Therefore, each teacher is responsible for the quality of education and progress of the students in his/her class(es).

In addition, each teacher has a duty of care to ensure all their students are safe, secure and properly supervised at all times.

A teacher is directly responsible to a subject area leader, phase leader, co-ordinator and/or the IB leaders and principals as appropriate.

THIS WILL INVOLVE

Showing **LEADERSHIP** by:

- supporting the school leadership in achieving the vision, mission, values and aims of the school;
- being a positive role model by setting high personal and professional expectations in learning and teaching, their own growth endeavour and administration;
- developing clear personal and professional goals that are consistent with both the DISV school wide action plans and IB PYP, IB MYP and IB Diploma requirements;
- nurturing and promoting a culture of learning, and creating a strongly interactive, inquiry-based, enjoyable and stimulating learning environment;
- committing to an on-going programme of personal and professional growth, both formally and informally.

Delivering the **CURRICULUM** by:

- putting into practice the school's Learning and Teaching Strategy;
- employing a wide variety of learning and teaching tools to make learning both effective and enjoyable;
- ensuring curriculum documentation is recorded on ManageBac including course outlines or unit of inquiry/unit of work planners;
- ensuring the appropriate IB curriculum is delivered to the highest possible standards;
- creating suitable assessment materials as appropriate;
- seeking and acting on any purposeful opportunity to develop consistency and curriculum continuity between the three IB curriculum programmes;
- seeking opportunities to develop cross-curricular approaches specifically in reference to Theory of Knowledge (DP), Global Contexts – Units of Work (MYP) and Units of Inquiry (PYP);
- ensuring that all students are able to progress according to their ability;
- maximising learning opportunities both within and outside the classroom through field trips, visiting speakers, varied teaching styles and resources;
- establishing and monitoring clear homework expectations and providing meaningful feedback;

- being actively involved in any relevant curriculum review process;
- keeping abreast of current world wide and IBO educational practice through reading and research.

Promoting **ASSESSMENT FOR LEARNING** and **ASSESSMENT OF LEARNING** by:

- putting into practice the whole school assessment policy;
- developing and effectively using assessment criteria in line with the IBO requirements;
- effectively using moderation and standardisation procedures to ensure the reliability and validity of the school's grading systems;
- effectively using external and internal data to help improve student learning;
- effectively teaching all AERO standards as indicated.

Responsibility for **RESOURCING** by:

- promoting the safe use of school facilities and resources;
- reporting any maintenance or health and safety concerns directly to the relevant principal;
- using all school facilities and resources carefully and respectfully;
- contributing resource ideas, in line with the school initiatives, to the relevant budget holder;
- using local, national and international resources as appropriate;
- promoting the use of appropriate technology.

Responsibility for **PERSONNEL** by:

- ensuring a positive friendly professional working environment where all staff are equally valued and are part of a team;
- being punctual;
- contributing to professional meetings, collaborative planning, activities and events;
- working effectively in a transparent and collaborative manner;
- keeping appropriate levels of confidentiality regarding students, staff and our community both now and in the future;
- providing professional support for colleagues;
- being flexible in order to help the school meet the needs of students;
- following school administrative policies and procedures;
- visiting colleagues' classrooms to learn and to offer ideas and suggestions on classroom management and approaches to learning and teaching;
- acting as a mentor in the DISV mentor system, if requested;
- seeking opportunities to familiarise colleagues with current research in your areas of specialism;
- supporting the orientation of new staff.

Supporting **STUDENTS** by:

- being accountable for the academic, social and emotional well-being of children in your class;
- undertaking a contributory role in student well-being as either a homeroom teacher or assistant homeroom teacher;
- ensuring new children transfer smoothly into the class and good relationships are developed with parents;

- maintaining positive learning environments where students are actively and collaboratively engaged in learning;
- maintaining calm and developing a strong ethos of respect in shared areas such as the stairs, corridors and dining room;
- being observant, supportive and pro-active while on duty to ensure quality break times for students in the hof, wintergarten and dining room;
- maintaining accurate attendance records using ManageBac/Google Docs;
- communicating positively and empathically with students on a personal basis, listening to them and helping them whenever possible;
- keeping appropriate levels of confidentiality regarding students, staff and our community both now and in the future;
- being aware of all educational factors relevant to each student;
- differentiating or appropriately scaffolding learning activities to ensure all students, including ELD students and those on the Gifted and Talented and Learning Support registers, are fully catered for;
- giving constructive, positive feedback to students through dialogue and marking of their work.

Involvement in **WHOLE SCHOOL DEVELOPMENTS** by:

- contributing to academic policy formation both inside and outside your areas of specialism;
- collaborating with colleagues on curriculum planning and development;
- attending and helping to organise events for students, parents or the wider community.

Promoting **COMMUNICATION** within the school community by:

- by ensuring excellent lines of communication with all staff, parents and children;
- attending all relevant academic and student well-being meetings and collaborative planning sessions;
- promoting positive public relations with the parents and the community;
- keeping accurate, complete records of the progress of each student;
- reporting student progress to parents through conferences and written reports;
- using all the available technology provided by the school;
- creatively displaying student work within classrooms and the shared areas of the school;
- setting up and updating the class website weekly;
- contributing to information letters to parents, the digest and the annual year book.