

<b>LOCATION</b>	The British School Yangon
<b>JOB TITLE</b>	Secondary Science Teacher (with a chemistry specialism)
<b>JOB PURPOSE</b>	<p>As a teacher of <b>general science and chemistry</b>, you will plan and deliver general science lessons throughout KS3 and chemistry lessons upto A Level. Your love of science and chemistry will inspire and encourage students to achieve great results in your classes.</p> <p>As part of the STEM faculty, you will enjoy collaborating with colleagues and working to foster interdisciplinary projects and approaches to learning.</p> <p>As a colleague in a busy international school, you will play a full part in extracurricular and enrichment activities which support and supplement our students' education</p>
<b>REPORTING TO</b>	Head of Department
<b>DIRECT REPORTS</b>	Head of Secondary
<b>OTHER KEY RELATIONSHIPS</b>	Students, families (current or prospective)
<b>PACKAGE</b>	Competitive
<b>SAFER PRACTICES</b>	<p><b>The British School Yangon, is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including references from previous employers in accordance with our recruitment policy. Interviews will be conducted in person, and they will explore the candidate's suitability to work with children.</b></p>
<b>KEY RESULT AREA</b>	<b>MEASURES OF PERFORMANCE</b>
<p><b>General Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Work with colleagues in the department to help create a collaborative team ethos with all members of the department contributing to the development of excellent learning for all our students.</li> <li>• Be proactive in working with other teachers across the school in contributing to shaping the academic direction and development of the school.</li> <li>• Promote the 'mission' and philosophy of the school ensuring that children are working towards being true international citizens.</li> <li>• Ensure that planning, preparation, recording, assessment and reporting are of the highest quality and meet the varying learning and social needs of students.</li> <li>• Be flexible and adjust to the needs of the school, actively contributing to the school development plans and growth;</li> <li>• Demonstrate thorough curriculum knowledge, teach and assess effectively.</li> <li>• Use the student tracking and monitoring process to advance student learning and enhance professional practice in line with the school's aspirations and priorities.</li> <li>• Take personal responsibility for professional development and to keep up to date with educational research to enable us to deliver excellent learning.</li> <li>• Communicate effectively the school's narrative, being an ambassador for our school at all times.</li> </ul>	
<p><b>Quality Teaching</b></p> <ul style="list-style-type: none"> <li>• Subject Knowledge: outstanding knowledge of subject topics and curriculum.</li> <li>• Effective use of robust AfL strategies, as appropriate.</li> <li>• Planning: work is well matched to a full range of learners, so that nearly all are suitably challenged.</li> </ul>	

- Activities: all learners are challenged to develop their knowledge and understanding. When appropriate learners are encouraged to explore, inquire, seek clarity, and think critically and imaginatively.
- Time and pace: highly effective and challenging timings allow the lesson to proceed with pace and purpose.
- Resources: Highly effective use of resources, including TAs. All resources are well chosen, utilised and deployed.

#### **Learner Output**

- Progress/ learning: all learners make the best possible progress in their learning throughout the lesson. All learners can demonstrate/ apply/ transfer learning in relevant contexts.
- Attitudes: all learners display positive attitudes throughout the entire lesson.
- Engagement: all learners are enthusiastic and display high levels of motivation. Learners are responding well to being stretched, taking risks and using their initiative.
- Initiative: all learners effectively work independently and/ or collaboratively.
- Assessment: all learners can confidently explain their current achievement, in relation to grade & personal learning targets and can describe ways for further improvement.

#### **Feedback, Tracking, Assessment, Recording, Reporting**

- 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.

#### **Pastoral Care**

- Be the first point of contact and provide pastoral care to class children.
- To take on the role of form tutor to any year group in secondary.
- Maintain a purposeful and safe learning environment for all children.
- Promote the general progress and well-being of individual children 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.

#### **Extra-Curricular Activities**

- Support the life of the school beyond the classroom.
- Undertake the planning and organisation of day trips within the subject as required.
- Deliver extra-curricular clubs in line with the school's expectations.
- Support all Key stage events such as productions and assemblies.

#### **Personal Development**

- Continual development through the identification and implementation of your own Personal Development Plan.
- Development Plan to include:
  - Continually striving to improve performance;
  - Setting and working towards targets with the Head of Science, linked to the school development plan;
  - Participating in learning walks, observations and coaching as appropriate.

<b>PERSON SPECIFICATIONS</b>	
<b>Qualifications/Training</b>	
• Qualified to degree level or above plus PGCE/QTS	Essential
• Experience of delivering GCSE and A Level chemistry	Highly Desirable
• Experience of teaching KS3 English National Curriculum Science	Essential
<b>Experience</b>	
• Proven track record of teaching experience	Essential
• Experience of being part of a highly successful department and school	Highly Desirable
• Good classroom practice and interpersonal skills	Essential
• Demonstrable evidence of innovating and adapting curricula to engage children and enable them to perform highly	Essential
• Working in partnership with parents	Essential
<b>Skills</b>	
• Excellent oral and written communication skills	Essential
• Experience of leading meetings or INSET sessions	Desirable
• Range of teaching experience with different age-ranges and English proficiency levels.	Desirable
• Ability to engage children and enable them to perform highly	Essential
• Evidence of commitment to continuous professional development	Essential
• Confident global citizen or a willingness to become one	Desirable
• Understand the complex and demanding environment of an international school community	Desirable
<b>Personal Attributes</b>	
• High levels of personal integrity.	Essential
• Excellent organisational and time-management skills	Essential
• Attention to detail	Essential
• Passionate about education and young people	Essential
• Ability to work under pressure and remain calm	Essential
• Willingness to take on multiple tasks	Essential
• Proactive and able to prompt others to ensure deadlines are achieved	Essential
• Self-motivated and enthusiastic	Essential
• Ability to work independently	Essential
• Continually strive for improvement and to continued professional development	Essential
• Adaptability	Essential

<b>Other</b>	
<ul style="list-style-type: none"> <li>• Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.</li> <li>• Compliance with visa requirements for working in Myanmar</li> <li>• A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required</li> </ul>	

<b>PHILOSOPHY AND VALUES</b>
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**We are ambitious for our students, our people and our family of schools. We believe that:**

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.

- Role-model the 'Be Ambitious' philosophy each day
- Feedback as a valued member of the team and the wider organisation

**The NAE Commitment**

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

**Promotes and embodies *The CORE 7 Leadership Capabilities:***

- **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
- **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
- **Collaborative** – Works collaboratively with others to achieve organisational outcomes
- **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
- **Enabling** – Drives excellence through valuing and developing others
- **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
- **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations