

PRIMARY TEACHER KEY STAGE 1/2 JOB DESCRIPTION

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| LOCATION | British School Yangon |
| JOB PURPOSE | <p>As a Primary phase teacher at British School Yangon, you will be part of a growing team dedicated to providing an outstanding holistic education to the students in our care.</p> <p>Passionate about learning and creative in your approach, your high standards will ensure that children in your class make excellent progress both academically and in regard to their social and emotional development.</p> <p>Focused on your own professional development, you will be willing to share ideas, collaborate and co-create in order to deliver consistently high-quality experiences to students.</p> <p>All teachers at The British School Yangon bring their skills and interests to life beyond the classroom, supporting the wider life of the school, through our After-school clubs, residential and other out of school learning opportunities.</p> |
| REPORTING TO | Head of Primary/Principal |
| DIRECT REPORTS | Head of Key Stage 1/2 |
| OTHER KEY RELATIONSHIP | Students, families (current or prospective); Exec LT; PLT; all other academic, administrative & auxiliary staff. |
| PACKAGE | Competitive: the cost of living in Yangon is approximately one third that of London, the school covers rent, medical insurance and annual flights. In school holidays |
| SAFER PRACTICES | 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 explore candidates' suitability to work with children. |

KEY MEASURES OF PERFORMANCE

Teaching and Learning

- To promote the values of the school, ensuring that children are working towards being truly international citizens who behave with integrity and are kind, courageous and adventurous
- To ensure that planning, preparation, recording, assessment and reporting are of the highest quality and meet the varying learning and social needs of children
- To be flexible and adjust to the needs of the school, actively contributing to its development plans and growth
- To implement all school policies, in particular those pertaining to Safeguarding.
- To demonstrate thorough curriculum knowledge and to teach and assess effectively.
- To take personal responsibility for your own continued professional development.
- To communicate effectively the school's narrative, being an ambassador for our school at all times and an active member of the school-wide admissions team.

Planning, Teaching and Class Management

Teacher Input

- Subject Knowledge: familiarity with the Primary Curriculum (EYFS/English National Curriculum);
- Planning: work is well matched to a full range of learners, so that all are suitably challenged;
- Activities: all learners are challenged to develop higher level skills. When appropriate, learners are encouraged to explore, enquire, 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 collaboration with TAs. All resources are well chosen, utilised and deployed for good impact on learning outcomes;
- Deliver homework to children in accordance with the agreed home learning policy and guidelines;
- Maintain good quality displays in the classroom and public spaces which relate to the children's learning.

Learner Output

- Progress / learning: all children make the best possible progress in their learning throughout the lessons. All children can demonstrate/ apply/ transfer learning in relevant contexts;
- Attitudes: all children display positive attitudes throughout the entire lesson;
- Engagement: all children are enthusiastic and display high levels of motivation. Children are responding well to being stretched, taking risks and using their initiative;
- Initiative: all children work independently and/ or collaboratively;
- Assessment: all children can confidently talk about their achievements, in relation to their learning and outcomes.

Feedback, Tracking, Assessment, Recording & Reporting

- Make effective use of formative feedback and summative assessment to plan challenging learning opportunities for all children;
- Monitor and record children's learning to ensure they remain on track to achieve challenging targets;
- Take full consideration of EAL needs in assessment and reporting, as appropriate;
- Complete written reports, organise parent consultations and briefing meetings as appropriate to school stakeholders.

Pastoral Duties

- Be the first point of contact and provide pastoral care to class children;
- Establish 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;
- Alert appropriate staff to problems experienced by children and make recommendations as to how these may be resolved;
- Communicate effectively with parents of children, 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 Key Stage as required;
- Support the school in delivering after school clubs, squads and sporting competitions;
- Support all Key stage events such as productions and assemblies.

Professional and 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 your line manager linked to the school development plan;
 - Participating in learning walks and observations and coaching as appropriate.

PERSONAL SPECIFICATIONS Skills ,Knowledge and Experience

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| BEd Degree or Degree plus PGCE/QTS | Essential |
| Relevant teaching experience in UK or Internationally | Essential |
| Excellent working knowledge of the Primary Curriculum, English National Curriculum | Essential |
| Ability to prioritise workloads and to work on own initiative | Essential |
| Range of teaching experience across different year groups | Essential |
| Experience of teaching in the UK and overseas | Desirable |
| Experience of leading meetings or INSET sessions | Desirable |
| Relish the prospect of collegial planning and teaching within the wonderful country of Myanmar | Essential |
| Be able to engage and inspire new learners of English | Essential |
| Be open to ideas, to continued professional development | Essential |
| Be energetic and prepared to go the extra mile in shaping the school's future | Essential |
| Be creative and flexible in the delivery of an outstanding curriculum | Essential |

Personal Attributes

- High levels of personal integrity
- Conscientious and able to focus on completing work to a consistently high standard
- Attention to the finer details
- 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
- Enjoy the challenge of working in a premium international school

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 [Location].
- A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required

PHILOSOPHY AND VALUES

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.

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.

Promote 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

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