



**Job Family**

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| Role Name             | Main Scale Class Teacher   |
| Job Code              | TCH02/003  |
| Role Summary          | <p>The main role of the classroom teacher is to maximise student learning and development through the planning, preparation and teaching of programmes which meet students' individual learning needs and achieve specific student outcomes. Teachers teach a range of student abilities and classes and are accountable for the effective delivery of their programmes. The classroom teacher engages in critical reflection in order to improve their knowledge and skills to better engage students and improve their learning.</p> <p>Classroom teachers assume roles beyond the classroom in endeavouring to maximise students' learning. These roles include working collaboratively with colleagues and other members of the school community, and communicating with parents and care-givers.</p> <p>The classroom teacher's contribution to the school goes beyond the classroom. They participate in the development of the school policies and programmes and assist in the implementation of school priorities. All classroom teachers may be required to undertake other duties in addition to their teaching duties.</p>   |
| Main Accountabilities | <p><i>Teaching and Assessment:</i></p> <ul style="list-style-type: none"> <li>• Planning lessons and sequences of lessons to meet student's individual learning needs and to ensure student's progression.</li> <li>• Using a range of appropriate strategies for teaching and learning and classroom management.</li> <li>• Use flexible groupings and structured inquiry to deliver high quality lessons in line with the IBO philosophy.</li> <li>• Maintain a well organised and stimulating learning environment.</li> <li>• Use learning technologies such as the EWB and the CLC to enhance learning.</li> <li>• Using information about prior attainment to set expectations for students.</li> <li>• Using a range of assessment and reporting methods that show student's achievement in relation to learning outcomes.</li> <li>• Providing clear and constructive feedback to students and their parents and caregivers.</li> </ul> <p><i>Wider professional roles:</i></p> <ul style="list-style-type: none"> <li>• Planning and engaging in professional learning activities that support school and systematic priorities.</li> <li>• Taking responsibility for own professional development and using the outcomes to improve teaching and students' learning.</li> <li>• Making an active contribution to the policies and aspirations of the school.</li> <li>• Ensuring administration of classroom procedures are completed efficiently.</li> <li>• Collaborating with members of the school community to build a team environment that supports students' learning.</li> </ul> <p><i>Additional responsibilities may include:</i></p> <ul style="list-style-type: none"> <li>• Managing a year level or subject area.</li> <li>• Assisting with or managing an aspect of daily school management.</li> <li>• Assisting year level co-ordinators, curriculum co-ordinators, student management co-ordinators, principal and vice principal with the performance of specific functions.</li> <li>• Assisting with or managing a specialist function such as sport, careers, student welfare, excursions or camps co-ordination.</li> <li>• Supervising a range of student activities including support and welfare programmes.</li> <li>• Developing a school transition programme and facilitating the associated orientation programme.</li> <li>• Managing and supervising a team of teachers in the planning, implementation and</li> </ul> |

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|   | <p>review of teaching and learning programmes.</p> <ul style="list-style-type: none"> <li>• Leading the development of curriculum policies and programmes.</li> <li>• Contributing to the Foundation-wide professional development programme.</li> </ul>  |
| Typical reporting relationship  | School Leader   |
| Minimum typical education   | Bachelor Degree in Education, or<br>Bachelor Degree in any subjects with PGCE (Postgraduate Certificate of Education), or equivalent  |
| Minimum typical experience  | 1-3 years' teaching experience within a recognised educational organisation   |
| Core Professional / Technical Competencies required   | <p><u>Abilities</u></p> <ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Analysis / problem solving</li> <li>• Collaboration</li> <li>• Communication</li> <li>• Team centred</li> <li>• Self reflection</li> </ul> <p><u>Knowledge</u></p> <p>Having a thorough and up-to-date knowledge of the teaching of their subject(s), their students, curriculum, pedagogy, education-related legislation and the specific teaching context.</p> |
| Core Soft / Transferable Competencies required  | <ul style="list-style-type: none"> <li>• Planning &amp; Organising Work</li> <li>• Translating Strategies into Plans &amp; Actions</li> <li>• Valuing &amp; Integrating Diversity</li> <li>• Learning Agility</li> <li>• Leading Change</li> <li>• Written Communication</li> <li>• Work Standards/Quality Orientation</li> <li>• Creativity/Innovative</li> <li>• Formal Presentation</li> <li>• Developing Talent</li> </ul>                            |
| Development / Training to support role competencies   | <p><u>Development activities</u></p> <p>To be negotiated as part of the performance management process</p> <p><u>Relevant courses</u></p> <p>To be negotiated as part of the performance management plan</p>  |
| <p>Notes: Two Years Finite Contract</p> <p>All teachers are expected to contribute to the school extra curricular programme throughout the year</p> |   |