

**General Description:**

The High School Humanities teacher works with the support of the department and grade-level team leader. Ideal candidates will have experience teaching IB MYP I&S and IB History and/or ToK, but teachers with other experiences that would transfer well are also welcome to apply. In addition, all teachers participate in our student Personal Development Programme as a Homeroom, PSHE or Service Project leader. This full-time position will begin in August 2019.

**School Wide Expectations:**

- Will adhere to and uphold the ISZL Mission Statement
- Will adhere to and uphold the ISZL School Ethos and Culture
- Will adhere to ISZL policies and procedures
- Will participate in the ISZL Virtual Learning Environment & integrate technology as appropriate

**Areas of Responsibility**

**Instructional Planning:**

- Planning collaboratively for student learning;
- Planning based on agreed student learning outcomes and in the context of a coherent school-wide, division appropriate and subject specific programme;
- Involving students in planning for their own learning through appropriate and regular assessment;
- Planning which builds on students' previous knowledge and experience, working towards school and grade specific learning objectives and goals;
- Planning significant units of work within a framework of continuity and progression;
- Planning which emphasises connections between curriculum areas;
- Planning which accommodates a range of ability levels.

**Teaching:**

- High expectations and standards;
- Regularly updating pedagogical and subject knowledge
- Motivating and enthusing students;
- Using a variety of different teaching strategies and resources to cater for a variety of different learning situations and styles;
- Building on what students know;
- Where, appropriate, empowering students to feel responsible and to take action;
- Involving students actively in their own learning;
- Pursuing, where appropriate, open-ended inquiry and real-life investigations;
- Addressing the needs of students with different levels and types of ability;
- Using and developing course materials and resources to enhance delivery of the curriculum;
- Appropriate use of media and technology to support learning;
- Planning and delivery of an after-school club or sport at the school.

**Assessment:**

- Taking into account that planning, teaching and assessing are interconnected processes;
- Using a range and balance of assessment strategies;
- Using a range and balance of recording and report strategies;
- Involving students, parents and colleagues in the assessment process;
- Involving students in shared reflection;

- Benchmarking the results of assessment against school, age and national standards where required;
- Evaluating the teaching programmes collaboratively, using agreed flexible systems;
- Enabling students to see assessment as a means of describing their learning;
- Assessing the level of students' current experience and understanding before embarking on new learning.
- Offering regular, written, formative feedback on student progress.

**Communication:**

- Regular and appropriate contact with parents to provide feedback on academic performance, social integration and general progress;
- Regular and appropriate contact with school administration to share information on progress, curriculum, the results of assessment and learning the environment.