

**BTEC Business & Humanities Teacher**  
High School Campus  
Job Description

**General Description:**

The High School Humanities teacher works with the support of the department and grade-level team leader. The BTEC teacher works with the support of the Career-related Programmes Coordinator. Ideal candidates will have experience teaching BTEC Level 3 Business, and IB MYP I&S and/or possibly some IB subject within Group 3, 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, assuming responsibilities associated with homeroom, social-health education or service learning. 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.
- Design a Programme of Study in collaboration with the Career-related Programmes coordinator for the 60 credit Subsidiary Diploma and 120 credit Diploma.
- Collaborate with the Career-related Programme Coordinator to ensure coherence between the IBCP core and BTEC Business course.

**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 knowledge;
- 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;
- Use authentic local and global contexts to teach conceptual knowledge and understanding of business.

- 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.
- Write BTEC assignment briefs for verification in advance of unit delivery in Business.
- Assessor of BTEC assignments as required by the assessment plan and seek authorisation from the lead internal verifier for resubmission.
- Maintain accurate records of assessment in the BTEC Handbook.
- Ensure the secure storage of assessment records for all students.
- Confirm the authenticity of student assessed work in line with ISZL Academic Honesty Policy and BTEC policy.
- Prepare documentation and provide input to Pearson Standards Verification processes.

**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.
- Collaboration with external organisations to develop partnerships for authentic, workplace based learning experiences.