



## **EAL TEACHER (POSSIBLY HEAD OF FACULTY)**

Vacancy at Jerudong International School for **1st August 2019**.

We are looking for well qualified and inspirational teachers who empathise with the academic and holistic ethos found in top UK and International Schools; and who will wish to become fully involved with both pastoral care and co-curricular activity within the school. Previous overseas experience is not essential. However, the desire to work in a genuinely international community is.

**To apply, please complete the Application Form to be found in the Employment Page.** Please ensure your CV includes a recent photo, and full contact details, including email address, of two professional referees (one should be the applicant's current and most recent employer).

The closing date for applications is **Friday, 10<sup>th</sup> May 2019** although early applications would be most appreciated. Initial interviews will be by Skype. UK-based short-listed applicants will then be interviewed in London, with overseas applicants interviewed again by Skype or in Brunei itself.

### **JOB DESCRIPTION**

**ACCOUNTABLE TO** : Head of EAL Faculty

### **SALARY**

The salary is calculated according to experience and qualifications, based on the JIS Teaching Scale. This is very generous. The salary is paid tax free. A gratuity will also be payable at the end of the renewable contract. Teachers also benefit from an excellent accommodation allowance, health insurance, an annual flight allowance, a contribution to relocation expenses and discounted school fees for children.

### **REQUIREMENTS**

Applications are invited from English and TESOL/ESL qualified teachers who can demonstrate a proven record of outstanding teaching and learning in the area of English language learning.

Furthermore, we expect our teachers to fully commit to the holistic ethos of the school and to contribute toward the development of our whole school aims; Thinking Skills, Language, Active Engagement, Leadership, Participation and Integration.

## **SPECIFIC RESPONSIBILITIES**

Your duties as a teacher of EAL will be to teach English and subjects in the EAL Faculty remit across the whole age range of the secondary school (Year 7 to Year 13).

As an EAL teacher you are expected to

- teach students identified with English language learning needs
- work with colleagues to devise strategies and produce materials to develop higher language skills
- assess the language and learning needs of ESL students
- support and monitor their progress
- advise class teachers across the curriculum on promoting the language and literacy development of ESL students
- provide training to staff on EAL issues and the development of cross-curricular teaching and learning language strategies
- develop your professional expertise as an English language teacher

The standard teaching load is forty periods in a fortnightly cycle. All staff are expected to assist with two co-curricular activities and you will be a House Tutor. You will naturally attend meetings which are relevant to you and occasions, like parents' evenings, and to carry out the necessary functions of being a teacher such as marking, reporting, sharing in duties and so on.

The candidate will also be expected to undertake both form tutor and co-curricular responsibilities in addition to their classroom teaching.

**For suitable candidates, a Head of Faculty post maybe available. Below is the Job Description:**

### **HEAD OF FACULTY**

**ACCOUNTABLE TO:** Director of Studies

## **REQUIREMENTS**

Applications are invited from qualified teachers who can demonstrate a proven record of outstanding teaching and learning in TESOL/ESL. A leadership position in an EAL/ESL faculty or department will be an advantage.

### **General Duties**

Your duties as a Head of EAL will be to

- manage the EAL Faculty
- teach English subjects and subjects under the EAL remit across the whole age range of the secondary school (Year 7 to Year 13).

As a Head of EAL, you will are expected to

- guide, advise, oversee and develop EAL faculty members to promote language proficiency among students in the EAL Faculty remit
- work with other Faculties to promote language and literacy aims across the secondary school, often involving teacher training
- assess school entry candidates and advise on their placement if accepted

As an EAL teacher you are expected to

- teach, monitor and assess E2/EAL students
- advance the progress of targeted students in English language and literacy
- work with colleagues to devise strategies and produce materials to meet curriculum goals and improve language proficiency

The standard teaching load is forty periods in a fortnightly cycle, out of a total 35. As a HOF, you will receive a time allowance for your duties as Head of a Faculty. Everyone is expected to assist with two co-curricular activities and you may also be asked to take a role as House Tutor. You will naturally attend meetings which are relevant to you and occasions, like parents' evenings, and to carry out the necessary functions of being a teacher such as marking, reporting, sharing in duties and so on.

### **Specific Duties and Responsibilities**

#### **A: Strategic direction and development of the subject**

Task: Within the spirit of the school's mission statement, the Head of Faculty must develop and implement subject policies, plans, targets and practices.

In particular, the Head of Faculty should:

- Develop and implement policies and practices which reflect the school's commitment to high achievement, effective teaching and learning;
- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' personal, moral and cultural development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils;
- Analyse and interpret data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which:
  - Are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
  - Identify realistic and challenging targets for improvement in the subject;
  - Contribute to whole – school aims, policies and practices, including those in relation to curriculum development, behaviour, discipline, bullying and racial harassment;
  - Are understood by all those involved in putting the plans into practice;
  - Are clear about action to be taken, timescale and criteria for success;
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

#### **B. Teaching and Learning**

Task: Secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievement and set targets for improvement.

In particular, the Head of Faculty should:

- Ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;

- Ensure that teachers are clear about the intended learning outcomes in each lesson, understand the progression of teaching and learning in the subject, and communicate such information to pupils;
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognize achievement and to assist pupils in setting targets for further improvement;
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress and continuity in the subject;
- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
- Monitor and evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- Help staff to achieve constructive working relationships with pupils;
- Ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- As appropriate develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and develop pupils' wider understanding.

### **C: Leading and Managing Staff**

Task: Provide to all those with involvement in the teaching or support of the subject, support, challenge, information and development necessary to sustain motivation and secure high quality teaching and care.

In particular, the Head of Faculty should:

- Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support;
- Devolve responsibilities and delegate tasks, as appropriate; evaluate practice; and developing an acceptance of accountability;
- Sustain their own motivation and, as far as possible, that of other staff involved in the subject;
- Manage the performance of staff as required by the school policy and use the process so as to develop the personal and professional effectiveness of the staff
- Audit training needs of subject staff;
- Lead the professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development in liaison with the CPD Coordinator;
- Enable teachers to achieve expertise in their subject teaching;
- Work with the SENCO to ensure that Individual Education Plans are used to set subject-specific targets and match work to pupils' needs;

- Ensure that the Principal, Leadership Team and Board of Directors are well informed about subject policies, plans and priorities, success in meeting objectives and targets, and subject-related professional development plans.

#### **D: Efficient and effective deployment of staff and resources**

Task: Identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.

- Establish staff and resource needs for the subject and advise the Principal and Academic Director of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve best value for money;
- Deploy, or advise the Principal on the deployment of staff involved in the subject to ensure the best use of expertise;
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
- Maintain an inventory of existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
- Ensure that there is a safe working and learning environment in which risks are properly assessed and recorded

#### **PERSON SPECIFICATION**

##### **Experience**

- Evidence of previous management experience
- Evidence of teaching experience in secondary schools across Key Stages 3, 4 and Post 16.
- Knowledge and understanding of teaching and learning styles.
- Professional proficiency and experience in the use of ICT with students for learning.
- Knowledge and understanding of curriculum matters at Key Stages 3, 4 and Post 16.

##### **Knowledge and Skills**

- Ability to demonstrate clear, flexible and sensitive teaching
- Ability to motivate pupils
- Able to monitor, evaluate and review pupil progress
- Up to date knowledge and understanding of curriculum developments and current educational issues.
- Recent involvement in particular projects

##### **Personal Qualities**

- Commitment to a broad and balanced education for all students.
- Clear vision, ability to think creatively, plan, monitor, evaluate and review.
- Willingness to tackle and task (flexibility).
- Talent for promoting positive relationships with all members of the School and its wider community.
- Ability to work under pressure.
- Ability to lead and motivate others.
- Sensitive and effective manager.
- Willingness to contribute to supervision duties out of lessons – at break time, lunch, etc.

- Ability to inspire confidence in students, colleagues and parents.
- Good record of attendance and punctuality.
- Professional standard of personal presentation and dress.
- Good sense of humour

### **WIDER RESPONSIBILITIES**

JIS is a busy environment to which every member of the team contributes wholeheartedly. There are high expectations inside and outside the classroom. This is not a school where the car park clears when the bell goes at the end of last lesson. The rewards are significant but potential members of the team need to be prepared to throw themselves into a lifestyle with school at the centre. Applicants who express an interest in any of these areas will be at an advantage.

### **BOARDING**

Almost a quarter of Senior School students are boarders. Experience of, or a willingness to get involved in, boarding houses as a residential or visiting tutor would be desirable and does confer genuine benefits in getting to know our children and understanding the factors that determine their success.

### **CO-CURRICULAR ACTIVITIES**

Enthusiasm for or experience in these fields would be welcome.

Our artistic performances are world class. There are fabulous opportunities to explore the worlds of Art, Drama, Dance and Music with our students. Assistance and even performance from staff plays a vital role in enriching the students' experience at JIS.

We are always on the lookout for sports coaches and officials, particularly in these key areas:

- Netball
- Football
- Rugby
- Basketball
- Athletics
- Swimming
- Gymnastics
- Badminton

We run the most successful International Award scheme of any International School. Outdoor types will find a host of like-minded colleagues and there is a jungle on our doorstep.

### **LIFELONG LEARNING**

Our community strives to be self-evaluating and self-improving. We run an exceptionally innovative programme of ongoing Professional Development. We rely on members of our team to be problem solving self-starters who contribute to making us all better learners. Potential to help colleagues improve and a willingness to improve one's own practice is an essential attribute for any successful applicant.