



Title	Cover Teacher	Category (cf Policy 5.101)	Teacher
Reports to:	Principal	Department:	Elementary & Secondary School
Job Holder		Start date:	On Rolling Basis

IST Foundational Documents

IST Mission

Challenging, inspiring and supporting all our students to fulfil their potential and improve the world

IST Vision

IST will be a global leader in the education of internationally-mobile young people.

All students, regardless of their starting point, will think critically, achieve academically and develop the wisdom to make good choices. They will show curiosity and creativity in addressing authentic problems, local and global.

They will pursue their varied passions with enthusiasm, developing resilience, perseverance, and confidence. Understanding the diversity of people and cultures, they will act kindly, fairly, and responsibly.

All members of the IST community will work together to fulfil this vision.

Statement of Values

All members of the IST community are:

- (a) Responsible - We act responsibly, positively and constructively towards ourselves and other people. We learn from our mistakes and accept the consequences of our actions.
- (b) Inquiring - We show curiosity, perseverance and open-mindedness in seeking to understand and solve problems. We persevere in the face of difficulties and we embrace the learning that comes through failure as well as the joy of success.
- (c) Compassionate - We empathise with others and act with care, kindness and courage. In our interactions, we behave with patience, generosity and integrity.
- (d) Balanced - We believe in a broad education for our students, seeing the value of participation in a varied curriculum.
- (e) Diverse - We treasure the diversity within the IST community, using the rich opportunities for deeper understanding that come from our differences.

IST Strategic Plan

Our Strategic Plan is in place to help our community align efforts to better reach our school's mission, vision and values. This plan is focused on three aims.

1. Personalized Learning:

- (a) Ensure alignment between the written, taught and assessed curriculum
- (b) Implement a strong, multi-tiered system of support to students, consistent with IST's common understanding of inclusion
- (c) Improve our ability to offer a balanced program with opportunities for excellence in academics, the arts and athletics



- (d) Provide exemplary transition programs between campuses and other institutions of learning
- (e) Ensure reporting models support effective partnerships with parents and their child's learning
- (f) Develop a strong internal professional learning community to embed successful professional learning experiences
- (g) Ensure IST students' appropriate use of technology supports their learning

2. **Engaged Community:**

- (a) Improve IST's local, global and international reputation
- (b) Provide opportunities for IST students and faculty to connect with local and global experts
- (c) Develop partnerships within the local community to improve student experiences
- (d) Improve processes and systems to improve communication within the IST community
- (e) Build reciprocal structures to connect alumni with current student
- (f) Establish sustainable and supportive relationships with government ministries
- (g) Promote positive school spirit within and across campuses

3. **Ensured Sustainability:**

- (a) Review the master site plan to ensure school facilities support learning experiences
- (b) Maintain fiscal discipline and transparency within IST community
- (c) Develop the school's capacity to recruit/retain excellent employees
- (d) Lessen IST's environmental footprint
- (e) Align governing models with best practice

Summary of the Role

To effectively teach designated pupils and to undertake associated pastoral and general teaching duties in order to provide high quality and continuity of education to pupils in the absence of their 'regular' teacher. Teachers at IST place student learning as their highest priority. They are responsible for ensuring effective learning in a context in which students feel understood, safe and confident. Teachers use a constructivist approach, and follow the IB curriculum programmes. Teachers support a diverse range of learning needs, and actively promote international-mindedness. In short, teachers are responsible for "challenging, inspiring and supporting all our students to fulfil their potential and improve the world."

Preferred Qualifications and Experience

- (a) Experience: 3+ years' teaching experience
- (b) Must have a Bachelor's Degree in Education and relevant teaching certification. Masters degrees are preferred.
- (c) IB experience is preferred

Professional Competencies:

- (a) Excellent communication skills in spoken and written form
- (b) Sound decision making, solutions focused,
- (c) Knowledge of child protection and health and safety
- (d) Willingness and ability to work collaborate effectively with colleagues
- (e) Highly effective relationship developer with a variety of stakeholders
- (f) Knowledge of IB Standards and Practices



Personal Attributes:

- (a) Collaborative team player, empathetic listener
- (b) Integrity and confidentiality
- (c) Strategic thinker, able to convert vision into action
- (d) Internationally minded, emotional intelligence
- (e) Intercultural awareness, creative, persuasive
- (f) Flexible and capable of managing growth and instilling high standards
- (g) Adept in multilingual settings, spirited, pioneering, professional and nurturing

Responsibilities

The Cover Teacher responsibilities will be:

Planning and Organization: Teachers will display developed planning and organizational skills:

- (a) Supervise work that has been set by a teacher.
- (b) Manage the behaviour of pupils whilst they are undertaking this work to ensure a constructive environment.

Instructional Techniques: Teachers will demonstrate the use of a variety of teaching methods that support and exemplify the values of the PYP/MYP/DP:

- (a) Utilize effective assessment techniques to facilitate student learning
- (b) Display a thorough understanding of typical developmental characteristics of the taught age group.
- (c) Use a variety of instructional methods, and differentiate effectively to facilitate different learning styles and abilities.
- (c) IB: Display an understanding of inquiry and model the inquiry process.

Effective Communication: Teachers will use effective personal and professional communication skills:

- (a) Set an example and encourage socially acceptable behaviour eg: correct usage of language and manner.
- (b) Maintain a professional and positive tone in both oral and written communication with children, colleagues and parents.
- (c) Use appropriate writing for school communications, editing as necessary.

Classroom Management and Organisation: Teachers will maintain a positive and stimulating classroom environment through effective classroom management skills:

- (a) Actively engage children in learning activities
- (b) Manage classroom routines consistently and effectively.
- (c) Maintain an orderly learning environment.
- (d) Maintain a positive social and emotional tone in the classroom.
- (e) Establish high, but attainable, behavioural expectations that are clear to all.
- (f) Provide engaging, dynamic and student-centred classroom environment.

Professional Responsibilities: Teachers will display a professional attitude and ethic.

- (a) Consistently meet the IST Norms of Collaboration, school and IB responsibilities, deadlines and working hours.



- (b) Communicates and plans in a positive, collaborative manner.
- (c) Dresses in a professional manner according to the IST dress code.

Perform any other duties as designated by the Principal

Particulars of the Search

Prospective Cover Teachers should be based in Tanzania and need to formally apply. Applicants should submit a letter (in English) describing her/his fit and interest in the position along with an up-to-date curriculum vitae. The names, addresses and contact details of three (3) referees.

Applications and enquiries should be directed to facultyrecruitment@istafrika.com