

General Description:

The Middle School German teacher works with the support of the department and grade-level team leader. Ideal candidates have German as their first language or can teach German to this level, with experience of teaching in a variety of settings. As an ISZL teacher you'll participate in our student Personal Development Week (PDW) programme and assume pastoral responsibilities. All MS staff members teach PSHE (social-health education), advise a homeroom and coordinate service projects.

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

Reporting to: Middle School Principal

Areas of Responsibility

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.
- Planning closely with teachers across the Middle School to develop inter-disciplinary units of study; enabling students to make connections between the subject areas and real-life, global contexts.

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;
- 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 overall learning environment.

updated: S.B., January 2020