| **Roles and Responsibilities: Teacher (LB Scale)**<br>**Reports to**: SAL  **Liaises with**: Subject Coordinators, Programme Coordinator | |
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| **Job Purpose:** | **To implement ISH High Quality Learning in the classroom, role model the attributes of the ISH Community Profile and ensure the ISH Guiding Statements are embedded in all interactions with our students.** |
| **Key Areas** | **Specific requirements Include:** |
| **Curriculum** | **Ensure that you follow the practices outlined by the IB and other appropriate accrediting bodies**<br>• Demonstrate good subject knowledge and ensure that this continues to develop through professional learning.<br>• Participate in collaborative planning and reflection to effectively implement the curriculum.<br>• Ensure that the curriculum fulfills the aims and objectives of the relevant subject group, in each year of the programme.<br>• Ensure that approaches to learning are part of curriculum planning and lesson delivery.<br>• Demonstrate commitment to providing learning opportunities beyond a subject area, for example, for interdisciplinary learning, the Personal Project, Extended Essay and Reflective Project. |
| **Assessment** | **Ensure that you follow the High Quality Learning practices outlined in the ISH Teaching and Assessment for Learning Policy**<br>• Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.<br>• Be  accurate and productive in use of formative and summative assessment to support students' learning. |
| **Teaching for Learning** | **Ensure that I follow the High Quality Learning practices outlined in the ISH Teaching and Assessment for Learning Policy**<br>• Actively develop the ISH Community Profile attributes within students.<br>• Have high expectations which inspire, motivate and challenge students.<br>• Guide students to reflect on the progress they have made and their emerging needs.<br>• Demonstrate knowledge and understanding of how students learn and encourage students to take a responsible and conscientious attitude to their own work and study.<br>• Reflect systematically on the effectiveness of lessons and approaches to teaching.<br>• Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language and those with disabilities; use and evaluate distinctive teaching approaches to engage and support them.<br>• Promote critical examination of online resources and foster digital literacy and media fluency.<br>• Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.<br>• Promote the understanding and practice of academic honesty.<br>• Take responsibility for the language development of students. |
| **Pastoral care** | **Ensure that you follow the practices outlined in the ISH Safeguarding and Child Protection Policy (and supplementary protocols and guidance), Behaviour Policy and Student Supervision Guidelines**<br>• Demonstrate commitment to and promote child safeguarding practices and follow child protection procedures.<br>• Demonstrate commitment to providing high standards of pastoral care for all students.<br>• Manage students' behavior constructively and respectfully;  promote self-control and independence of all students. |

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| | • Be alert and responsive to the social and emotional needs of students and support their development through teaching practice and out of class supervision, liaising with specialist colleagues where necessary. |
| **Experiential and extra-curricular** | **Ensure that you follow the practices outlined in the ISH Trips and Extra-Curricular Activities Policy**<br>• Demonstrate commitment to the wider school community through involvement with, for example, school events, trips, and/or extra-curricular activities to enhance and enrich students' learning.<br>• Encourage students to be independent, enabling them to develop their personality, talents and abilities in new learning environments. |
| **Administration** | **Ensure that you are efficient and professional in your administrative responsibilities**<br>• Demonstrate knowledge of all school administrative systems, and use them effectively, ensuring that they are up to date and in line with school expectations.<br>• Use knowledge of each student to produce clear, informed and sensitive reports on progress**.** |
| **Professional efficacy** | **Act in full accordance with the ISH Guiding Statements, school policies, protocols and procedures**<br>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.<br>• Act with a sense of self-efficacy, and a desire to problem solve rather than problem seek.<br>• Place the holistic needs of the student at the centre of our thinking and decision making. |
| **Professional Development** | **Be committed to and take responsibility for my own lifelong learning, and professional development**<br>• Participate in appropriate IB-recognized professional development.<br>• Participate in a regular cycle of reflection, objective setting and learning linked to professional development.<br>• Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. |