

Teacher of Art (100% FT) - August 2023

High School
Job Description

Our Mission

We are a community of learners determined to make the world – or our corner of it – a better, kinder place. We reflect our values in everything we do so that we make the most of opportunities and challenges in a spirit of enthusiastic inquiry

Our Vision

We help every student turn learning into action, creating opportunities for students to stretch themselves further and achieve more than they believe possible.

General Description

The High School Art teacher is responsible for fostering a passion for the arts in our students and cultivating the technical skills, in a variety of mediums, to allow them to create, produce and discover. The successful candidate will be expected to teach a variety of courses, some combination of IB MYP, DP and/or AP. In addition, all teachers participate in our student Personal Development Programme as a Homeroom, PSHE or Service Project leader so candidates should possess a commitment to the principles of a holistic education.

Areas of Responsibility

Professional Responsibilities

- Commit to ongoing growth and improvement and enthusiastic participation in Professional Learning
- Commit to collaboration with colleagues, students, and parents
- Provide regular and appropriate communication to parents on academic progress and student well-being
- Contribute to opportunities for the development of the school through mission-aligned projects and sharing with a variety of audiences (eg. colleagues, parents, board members)
- Commit to expanding options for students through offering an after-school activity or coaching and also participating in Personal Development Week (experiential education trip) and our Personal Development Programme (i.e. teaching PSHE, Homeroom or Service as Action).
- Provide regular and appropriate contact with school leadership to share information on progress, curriculum, the results of assessment, and overall learning environment
- Flexibility to teach a variety of HS Art courses and to maintain curriculum documentation for these
- Involve students in planning for their own learning through appropriate and regular assessment;
- Plan and implement significant units of work within a framework of continuity and progression;
- A commitment to diversity and inclusion is essential alongside a willingness to adapt and develop pedagogy to meet the needs of all our learners
- Offer regular, written, formative feedback on student progress.

Learning Design

- Design for learning based on agreed student learning outcomes in the context of a coherent school-wide, division-appropriate and subject-specific programme
- Focus learning design on conceptual understanding and “big ideas” of the discipline
- Involve students in planning for their own learning

- Design for learning that builds on students' previous knowledge and experience, working towards school learning objectives
- Integrate technology into planning to create, adapt and personalise learning experiences
- Integrate the diversity of student profiles (eg. cultural heritage, linguistic profiles, learning strengths) into learning plans

Learning Facilitation

- Cultivate a relational environment where students feel safe and motivated to stretch themselves
- Amplify positive learning behaviours, holding students accountable to excellent and ethical behaviour and work
- Use a variety of different teaching strategies and resources to cater to a variety of learning situations and styles
- Where appropriate, empower students to feel responsible and to take action
- Involve students actively in their learning
- Pursue, where appropriate, open-ended inquiry and real-life investigations
- Utilise media and technology to support access, engagement, and demonstration of learning

Assessment

- Take into account that planning, teaching, and assessing are interconnected processes
 - Design assessment to benefit student learning in a timely, specific way
 - Offer regular, written, formative feedback on student progress
 - Use a range and balance of assessment strategies
 - Be transparent about reasons, criteria, and methods for assessment
 - Utilise formative assessment to improve learning
 - Actively involve students in the assessment process
 - Assess the level of students' current experience and understanding before embarking on new learning
-

Required and Preferred Qualifications

- See website for more information
-

Compensation

Compensation for this position will be commensurate with the responsibilities of the position and is very competitive globally.

Application Process

- Submit one PDF with a letter of interest and CV via the application link found in the Employment section of ISZL's [website](#)
-

Key ISZL Reference Documents

- [Guiding Statements](#)
- [Learning Principles](#)
- [ISZL Teacher Candidate Profile](#)
- Visit the Employment section of ISZL's [website](#) for more information

ISZL is an equal opportunity employer.

As such, ISZL agrees to support, respect, and seek inclusion with regard to the safety and care of all community members, including potential members looking to join our school. This includes but is not limited to: age; disabilities; ethnicity; gender; gender expression; gender identity; health needs; languages spoken; marital status; mental health; national origin; political affiliation; race; religion; sex; sexual orientation, and any additional characteristic protected under Swiss law.

ISZL endeavours to understand and protect the civil and human rights of all individuals, striving to maintain a high level of multicultural awareness and knowledge about all applicable laws and statutes related to non-discrimination and inclusion.

Child Protection

ISZL is committed to the use of the International Task Force on Child Protection screening and assessment practices for schools for all hiring processes. ISZL takes very seriously its responsibility for safeguarding our students against abuse and neglect. All staff and other adults associated with ISZL are expected to share this commitment and to immediately report any concerns regarding a student's safety or wellbeing.