



THE AMERICAN SCHOOL IN ENGLAND

Job Description and Person Specification

Job Title:	Substitute Teacher
Reports to:	Head of Section
Based at:	TASIS The American School in England, Coldharbour Lane, Thorpe, Surrey, TW20 8TE



Job Summary:

Our bank of substitute teachers are crucial in supporting the TASIS England Mission and we look to find like-minded individuals that wish to share in our commitment.

General Responsibilities:

- Deliver lessons to mixed ability classes, usually no larger than 16 students per class (fulfilling “The Teacher Professional Standards” outlined below);
- Utilize school technology to support the delivery of lessons i.e. GoogleClassroom, SmartBoard etc;
- Following the School’s protocol and to support safeguarding, ensure student attendance is recorded and participate with student supervision during recess;
- Differentiate tasks and integrate learning to suit the needs of individual students;
- Ability to quickly adjust to different specialist subjects and grade levels;
- Can take over classes with little advance notice. Improvises lessons in emergency situations where the teacher is unable to provide lesson plans;
- Uses initiative to solve problems when they arise and is willing to make decisions based on the best interest of students;



- Plan, prepare, set class and homework assignments for day to day assignments or longer term positions such as maternity or paternity leave; and
- Maintains discipline and classroom control that fosters a safe and positive learning environment for all students;

Safeguarding Responsibilities:

- To know the identity of the School's Designated Safeguarding Lead and Deputy;
- Proactively be alert to indicators of potential safeguarding issues and report these immediately in accordance with the School's procedure;
- Be aware of the School's Safeguarding Policy and to follow its requirements;
- Attend training relating to Safeguarding of Children;
- Engage in safe practice and professional conduct to safeguard children to mitigate against the potential for misunderstandings or situations being misconstrued;
- Create safe and secure learning environments.

The School is fully committed to safeguarding the welfare of children and young people and expects the same from its employees. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

The Teacher Professional Standards

Planning and Preparation:

- **Designs** and **administers** authentic and meaningful student assessments, **analyzes** student performance and growth data, and **uses** the data to improve instruction
- Collaboratively **creates** and **implements** effective and rigorous standards-based units of instruction, consisting of well-structured lessons with measurable outcome
- **Uses** differentiated instruction in planning and delivery of lessons
- **Develops** clear criteria for learning outcomes and shares these with students
- **Provides** choice in the class with regard to assessments, topics, etc.
- **Demonstrates** knowledge of previously learned material and resources
- **Demonstrates** a clear understanding of individual learning needs and provides evidence of accommodations within each lesson, most notably for LRC, EAL, and highly able students
- **Designs** coherent instruction incorporating a variety of instructional strategies,
- **Explores** and adopts technology solutions that will enhance student learning
- **Embraces** a growth mindset and a belief in each student's ability to learn, grow, and flourish



Instruction:

- **Promotes** the learning and growth of all students by providing high quality, coherent, standards-based instruction
- **Sets** clear instructional goals, and provides exemplars, rubrics, and guided practice to meet standards
- **Provides** timely, meaningful feedback for students to increase motivation and build on existing knowledge
- **Checks** for understanding both within and after lessons and adjusts instructional delivery when needed
- **Effectively models** and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability
- **Develops** students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers
- **Uses** appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with learning differences, English language learners, and highly able students
- **Provides** opportunities for students to be authentic researchers
- **Provides** opportunities for students to own their investigations and learning
- **Engages** students in multiple effective teaching and learning strategies
- **Consistently uses** strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges
- **Uses** assessment data to drive instructional decisions

Classroom Environment:

- **Creates** and maintains a safe and collaborative learning environment that values respect, tolerance, diversity, and equality
- **Manages** classroom procedures and transitions
- **Manages** student behavior effectively and sensitively
- **Listens** thoughtfully, respectfully, and responsively to individual learners
- **Nurtures** intellectual curiosity
- **Establishes** a culture of learning, inquiry, and critical thinking
- **Motivates** students to take risks, challenge themselves, and claim ownership of their learning
- **Supports** authentic student leadership roles and encourages collaboration among students
- **Motivates** students to persist in the face of challenges by communicating a belief in their ability to achieve and work hard
- **Fosters** independence
- **Emboldens** personal responsibility



- **Encourages** students to reflect upon learning and builds this reflection into the lesson
- **Supports** students in setting and monitoring attainable goals
- **Challenges** students how to be globally competent and internationally minded

Professional Responsibilities:

- **Commits** fully to school life outside the classroom, including but not limited to the residential program, advisor program, after school activities, and sports
- **Assists** the Head of School through words and actions to help the School realize its Mission
- **Consistently contributes** relevant ideas and expertise to planning and decision making at the School, section, department, and/or grade level
- **Maintains** accurate, timely, and up-to-date records in regards to students learning and non-instructional duties
- **Demonstrates** sound judgment reflecting integrity, honesty, fairness, and trustworthiness
- **Maintains** appropriate confidentiality
- **Committed** to safeguarding the welfare of children and young people
- **Reinforces** the School's rules, and policies
- **Contributes** to a healthy learning and supportive community with teaching and non-teaching colleagues by sharing knowledge, resources, and insights openly and energetically
- **Engages** in positive relationships where civility, trust, and respect are consistent guides
- **Participates** in teaming, coaching, and classroom observations to model and give feedback to colleagues
- **Contributes** collaboratively to the growth and development of the curriculum
- **Regularly uses** two-way communication with families about student performance and learning and responds promptly and professionally to communications from families
- **Always communicates** respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values



**Person Specification:
Qualifications/Professional Bodies**

Essential:	Desirable:
University Degree	PGCE
	Master's Degree

Experience

Essential:	Desirable:
Minimum of 2 years' full time teaching experience	Previous experience within an international education environment
Recent and relevant professional development	Previous experience within a boarding school environment
	Experience of co-educational settings

Skills/Knowledge

Essential:	Desirable:
A solid understanding of K-12 school organization, programs and students	
Excellent verbal and written skills to effectively communicate with students of varying ages and backgrounds	
Proven ability to engage effectively with students in stimulating and engaging teaching	
A strong ability to communicate with parents, while understanding the approach to communication may vary according to the developmental needs of students within the grade level being taught	

Personal Attributes

Essential:	Desirable:
Committed to lifelong learning	
Willingness to embrace the TASIS England Mission	
The desire and ability to work with a team of colleagues	
Flexible and willing to adapt to change at short n	
Possesses a positive attitude with a strong sense of humour, with the desire to be part of a close community and ability to contribute in positive ways to the culture of our School	
Meticulous organizational ability in order to set priorities, organize workload, handle multiple responsibilities and meet deadlines	
Supportive of school policies, procedures, rules and regulations	
Committed to safeguarding children and young people	
Committed to supporting a diverse, equitable and inclusive educational and working environment	