



JERUDONG INTERNATIONAL SCHOOL

JOB DESCRIPTION

Position: Maths Teacher

Accountable to: Head of Maths Faculty

GENERAL STATEMENT OF RESPONSIBILITIES

Mission

At Jerudong International School (JIS), we challenge ourselves, respect others and inspire positive change. We develop our school through holistic school improvement in four interlinked key areas – Curriculum, Community, Capacity and Campus. Our student profile empowers students to think critically whilst actively engaging in lessons. We build capacity by ensuring students develop resilience by giving them opportunities to lead. We ensure students recognise their roles as global citizens alongside the many communities that exist within the school.

We have three core values that epitomise our approach to holistic, international education. Each of these values leads to two areas that form our six school aims.

CHALLENGE : We challenge ourselves to step outside our comfort zones, developing our resilience now to prepare for whatever the future may bring.

RESPECT : Our strength is built on relationships that embrace diversity. This means listening with empathy and communicating kindly.

INSPIRE : We reflect, innovate and create to tackle meaningful issues. Every one of us has a responsibility to inspire positive change.

It is the responsibility of all teachers to demonstrate these values themselves, with colleagues and with the students.

Classroom Responsibilities

Provision of learning opportunities for every student relative to her/his needs, abilities and stage of development by teaching a programme that gives each student the opportunity to experience success and which challenges each student to achieve their full potential.

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Establishment of effective and positive relationships with students based on mutual respect, recognising the individuality of each student and affirming their cultural identity.

Provision of a safe, effective, challenging learning environment and an attractive and welcoming classroom. Contributing to other display areas around the school.

Planning, Curriculum Delivery and Organisational Responsibilities

Preparation of teaching plans in accordance with school policy, updating plans regularly, storing updated versions in the appropriate place on the school's electronic system; plans should show evidence of differentiation for the different abilities of the children.

Developing and managing classroom resources; supporting Heads of Faculty/Heads of Department/Subject Coordinators/Phase leaders in buying new resources to improve provision.

Teaching subjects using the Jerudong International School curriculum in accordance with the school's policy.

Marking and evaluating students' work following the school's marking policy. Feeding back to children and parents as appropriate.

Recording results and completing reports on student achievement following the school's assessment timeline and keeping within deadlines set.

Working in teams to moderate assessments, and providing feedback, either written or verbal as needed.

Working together in year group teams to plan trips and other activities such as assemblies to enrich the children's educational experience.

Attending meetings and making positive contributions at these meetings, contributing to the school development plan.

Professional Development

Showing initiative and being proactive in keeping abreast of teaching and educational developments and sharing enthusiasm and resources with other teachers, attending teacher development programmes, participating in in-service courses (as funding permits) and attending professional meetings; participating in the Professional Growth Process.

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Contributions to School Life

Supporting the wider educational and cultural life of the school; leading by example in supporting standards expected of students; performing the pastoral duties of a teacher and tutor; participating in a minimum of 2 extra-curricular activities per week; taking responsibility for the safety of students through supervision duties; supporting school and community programmes, volunteering to support whole school community events. Being a good role model for students; showing respect for peers and commitment to teaching. Being fully involved in and supportive of all aspects of school life both inside and outside the classroom.

Community Responsibilities

Reporting to parents through written reports and parents' evenings on the progress and development of students in the teacher's care. Being available to meet parents on a more informal basis and providing information for them indirectly through the administration and/or counselling staff.

Accountability through Professional Growth

All colleagues will participate in Professional Growth, which involves setting self-directed professional development targets discussed with a trusted colleague and your line manager through a coaching process. You will be expected to record your progress in a Professional Growth Portfolio and Self-Evaluation, which is reviewed each year. Time is given to colleagues to support this process. Our community strives to be self-evaluating and self-improving. We run an exceptionally innovative programme of ongoing Professional Growth. We rely on team members to be problem-solving self-starters who make us all better learners. The potential to help colleagues improve and a willingness to improve one's own practice is an essential attribute of JIS Staff.

WIDER RESPONSIBILITIES

Colleagues at JIS are expected to contribute wholeheartedly to the wider life of the school. JIS provides holistic education to the students, so this requires a commitment from staff to contribute both in and out of the classroom and to the wide range of community events that take place across the school year.

Boarding

Between 200-250 students in the Senior School (Year 7-13) are full or weekly boarders. An understanding of the ethos of what boarding entails and the importance of it within the school would be looked upon favourably.

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There is a full weekend sporting and activity programme, as well as regular events that take place within the boarding community. These activities and events are an essential part of the rich tapestry of life at JIS. There are opportunities for colleagues to contribute to successfully running the Boarding Houses.

Enrichment

Co-curricular activities (CCA) form an integral part of the Enrichment Program at JIS. It is expected that staff fully support the program by offering to run or support one of the wide-ranging activities on offer to the students across the Junior and Secondary Schools. The four activity groups are: Sports and Exercise, Service Learning, Creativity and Arts, and Enriched learning.

Coaching and officiating, particularly in these key sporting areas is paramount to the success of our sporting opportunities:

- Netball
- Football
- Rugby
- Basketball
- Athletics
- Swimming
- Gymnastics
- Badminton

Support for the very successful International Award (DofE) scheme is encouraged as well as running school excursions and trips.

The school is very busy, and many enrichment and community activities occur throughout the year. These wonderful opportunities rely on the support of our staff to make them run.

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Working Hours

Monday - Thursday 7.15am - 3.15pm

Friday 7.10am - 3.30pm (break 12noon - 2.00pm)

The hours above do not include CCAs.

If you need to leave the School before the end of the day, for the purposes of an emergency evacuation or lockdown procedure, you must notify your respective Head of Faculty/Department/Phase leader and sign out of school at the relevant school office.

SPECIFIC SUBJECT EXPECTATIONS

The Maths Faculty at JIS is a dynamic, hard-working and enthusiastic group of staff. It is held in high regard both within the school and the wider community, and for many students Mathematics is one of their favourite subjects. Our classrooms are equipped with wall to wall whiteboards, which is a simple but highly effective way of making the learning visible - this is particularly valuable in KS5.

We are looking for a well-qualified, enthusiastic and inspiring Maths teacher who has a passion for teaching and a drive for continuing their professional development and sharing good practice. In particular, we are looking for someone with a love of teaching at Key Stage 3 or a proven track record in supporting students with Foundation IGCSE or equivalent.

Our main aim as a faculty is to develop resilient problem solvers. As part of the Maths Faculty's enrichment programme we offer students a number of opportunities throughout the year. This includes problem solving co-curricular activities (CCAs), UKMT individual maths challenges and team maths challenges. Participation in the UKMT challenges has been steadily growing and for the most recent intermediate Maths Challenge we had almost a hundred students taking part. We also host an annual Maths Week. This varies from year to year but past themes have included topics from "The Mathematics Of Juggling" to "How To Land A Rover On Mars", and have included guest speakers such as Colin Wright, Simon Pampenna, Jim Noble and James Tanton. During Maths Week the faculty also run a host of activities including guest lectures, workshops, sprint maths competitions, daily puzzles and, most recently a parent-child joint problem solving workshop. We also run a number of successful programmes to help support students with their mathematics including Maths Mentoring and Math Attack. A willingness to contribute to some of these CCAs and other enrichment programmes is expected.

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As a faculty, we highly value personal professional growth. We are always looking to offer members of the faculty high quality PD opportunities both online and in person. In the recent past we have been able to organise a number of in-person PD sessions with guest Maths Week speakers. There are also opportunities to participate in local Job Alike Workshops (JAWs) within South East Asia. Not only that, but we also subscribe to the ATM and MA periodicals and have a small collection of maths related books, such as Music Of The Primes and Fermat's Last Theorem, which can be borrowed from the faculty at any time.

In Key Stage 5, we offer both A Levels (Edexcel) and IB. Maths is a very popular subject at A Level, with almost three quarters of all students taking it. The number of students interested in taking Further Maths A Level has been steadily increasing and we are keen to see this course grow further. For IB, we currently offer three of the four available courses; Higher Level Analysis and Approaches, Standard Level Analysis and Approaches and Standard Level Applications and Interpretations. In Key Stage 4, we have recently changed to the Edexcel IGCSE and offer the Further Pure Maths course as well as the Higher and Foundation IGCSEs. In Key Stage 3, we follow the UK National Curriculum and use Kangaroo Maths as the starting point for our schemes of learning. A proven track record at successfully delivering Foundation IGCSE or equivalent, or a strong desire to teach across the ability range in Key Stage 3 would be desirable. We are looking for a candidate who is an enthusiastic and reflective practitioner, with a good sense of humour, who will work well within our hard-working team.

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PERSON SPECIFICATION FOR THE ROLE OF TEACHER

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS • Degree 	<ul style="list-style-type: none"> • Other professional qualifications
Knowledge and Experience	<ul style="list-style-type: none"> • Outstanding class teacher with outstanding pupil outcomes • Excellent understanding of relevant curriculum • Excellent understanding of use of a range of data to improve outcomes • Excellent understanding of Safeguarding and Child Protection policies and practices 	<ul style="list-style-type: none"> • Experience in more than one school • Up to date knowledge of current education issues • Proficient ICT user • Awareness of innovative thinking and practice in education • Experience of developing the practice of others
Professional Skills	<ul style="list-style-type: none"> • High expectations and aspirations for pupils and staff • Form and maintain excellent effective relationships with all in school • Communicate effectively with all in school • Be well organised and work within deadlines • Be a good team player and work cooperatively in different capacities 	<ul style="list-style-type: none"> • Inspirational role model to others in school
Personal Qualities	<ul style="list-style-type: none"> • Ability to use initiative • Ambitious and willing to learn • Flexible, creative and inspiring • Caring, positive, open and honest • Dedicated and hard working 	<ul style="list-style-type: none"> • Champion for children • Proactive in self-development • Views teaching as more than a job

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