



Job Description Teacher

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| Department: | Secondary – MYP Music-Choral & General Music |
| Term of Employment: | The initial two-year contract and subsequent annual contract are as follows: 190 Days |
| Band: | Teacher |
| Reporting Accountability: | Principal |

Shekou International School provides a rigorous education in a caring community and inspires our students to become principled, innovative contributors in a transforming world.

Safeguarding

SIS is committed to safeguarding children's and young people's welfare and expects the same from its employees. All new staff employment approval will be subject to two satisfactory employment checks and enhanced pre-employment clearance, including identity checks, criminal background checks, qualification checks, and employment checks, to explore any gaps in employment. Diversity, Equity and Inclusion are the responsibility of all SIS staff.

Scope of Responsibility

Every Teacher at SIS is responsible for providing a safe and developmentally appropriate environment following the SIS program philosophy, school policies and procedures. The Teacher is responsible for planning, teaching, and assessing engaging learning experiences from the approved curriculum, collaborating with other educators in the school and maintaining strong relationships with the parent community. Teachers are expected to work 190 days (new teachers, 195), with a minimum of 180 student-contact teaching days. Responsibilities include attendance at school during set hours to teach, supervise and interact with parents, colleagues, and students, as well as curriculum-related workdays, parent meetings, and conferences

Major Duties and Responsibilities:

- Provide a physically and emotionally safe environment for students during music classes.
- Collaboratively plan music learning programs within the MYP framework and the approved curriculum with other teachers and administration.
- Keep accurate and up-to-date records of student progress and communicate with parents regularly to discuss their children's musical development.
- Plan and deliver at least two extra-curricular after-school activities (ASA) per school year.
- Utilise approved school systems to communicate, design, and archive units of work, activities, and assessments.
- Collaboratively implement WASC and MYP action plans.
- Attend and contribute to relevant schoolwide meetings and functions as required.
- Demonstrate flexibility and commitment to collaborative teaching within a team.
- Lead or support regular music rehearsals, such as choir and other choral ensembles.
- Organise and direct musical productions, concerts, and "informances."
- Seek opportunities to showcase student performances and promote the performing arts through recitals, assemblies, IB Exhibitions, and other events.
- Collaborate with other school music teachers, including Early Primary, Upper Primary, and Secondary, to ensure curriculum continuity and vertical alignment.
- Administer and maintain rental instruments inventory
- Support the implementation of Diversity, Equity, Inclusion, Justice, and Belonging (DEIJ&B) initiatives and related matters.
- Fulfil additional duties as requested by the principal.

Required Qualifications, Skills, Experience and Attributes:

- Bachelor's degree, preferably with an advanced degree in Music Education with a specialisation in vocal or choral performance.
- Five years of experience teaching music in an MYP setting.
- Proven experience in leading and conducting choral ensembles and soloists.
- Understanding of music curriculum mapping and development within the MYP framework.
- Ability to establish and maintain effective working relationships with students, colleagues, and parents.
- Familiarity with a wide variety of musical instruments and voices.

- Proficiency in using digital interfaces and editing software for music production.
- Demonstrated a high level of commitment, professionalism, and enthusiasm for teaching music.

This position description is designed to outline primary duties, qualifications, and job scope but not limit the employee nor SIS to only the work identified.

Domains of Performance

TEACHING AND LEARNING

- Knows students' developmental levels and understands how they affect learning
- Differentiates instruction to meet student's needs
- Uses a variety of effective instructional strategies and resources
- Knows the content, how to select it and teach it
- Provides feedback to students
- Makes consistent and comparable judgements
- Interpret student data
- Reports on student achievement
- Manages student behaviour effectively
- Uses effective classroom communication
- Uses a variety of methods to assess student learning
- Embraces student diversity
- Provides a respectful, positive, safe, and collaborative learning environment
- Integrates technology to improve teaching and learning

BEYOND THE CLASSROOM

- Collaborates with colleagues to support teaching and learning
- Seeks and responds to feedback in support of student learning
- Engages with parents to support student learning
- Maintains high professional standards and is responsible and reliable
- Contributes to extra-curricular activities
- Shows flexibility and adaptability to new situations
- Maintains a positive attitude

PROFESSIONALISM



SHEKOU INTERNATIONAL SCHOOL

- Supports schoolwide initiatives and activities
- Demonstrates respect and understanding for school policies and procedures
- Engages in professional development and improves practice
- Becomes involved in schoolwide decision-making and school improvement process

Professional Growth and Evaluation

The following rubric is designed for self-assessment as part of the Performance Growth and Evaluation process



TEACHING AND LEARNING

| | Inconsistent | Developing | Proficient | Accomplished | Lead |
|--|---|--|--|---|--|
| TL1 Knows students' developmental levels and understands how they affect learning | Shows inconsistent knowledge and understanding of student developmental levels and characteristics and how these may affect learning | Demonstrates some knowledge and understanding of student developmental levels and how these may affect learning | Uses teaching strategies based on knowledge and understanding of student development to improve student learning | Uses a variety of teaching strategies to fit student developmental levels and improve student learning | Using knowledge and understanding of student developmental levels leads colleagues to select and develop teaching strategies to improve student learning |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| TL2 Differentiates instruction to meet student's needs | Shows inconsistent knowledge and understanding of strategies for differentiating instruction to meet the learning needs of all students | Demonstrates knowledge and experience of strategy for differentiating instruction to meet the learning needs of all students | Differentiates instruction by developing and using teaching activities and strategies to meet the learning needs of all students | Evaluate the effectiveness of teaching and learning activities and strategies using student assessment data to ensure instruction is differentiated and meets the specific learning needs of all students | Leads colleagues to evaluate the effectiveness of teaching and learning activities and strategies that address the specific learning needs of all students |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |

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| TL3 Uses a variety of effective instructional strategies and resources | Shows inconsistent knowledge and understanding of various teaching strategies and resources | Demonstrates knowledge and experience of multiple teaching strategies and resources | Selects and uses different relevant teaching strategies and resources to develop knowledge, problem-solving, and critical and creative thinking skills | Helps colleagues to select and apply different teaching strategies and resources to build knowledge, problem-solving, and critical and creative thinking skills | Leads colleagues to review, modify, and expand their repertoire of teaching strategies and resources to enable students to use knowledge, problem-solving, and critical and creative thinking skills |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| TL4 Knows the content, how to select it and teach it | Shows inconsistent knowledge and understanding of the content area and how to select and organise it into effective lesson plans | Demonstrates knowledge and understanding of the content area and how to select and organise it into effective lesson plans | Applies knowledge of the content area to develop effective and engaging lesson plans and activities | Exhibits exemplary practice in the selection and organisation of content and delivery of lesson plans | Leads initiatives within the school to evaluate and improve knowledge of the content area as well as its selection and sequencing into coherently organised teaching and learning programs |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| TL5 Provides feedback to students | Shows inconsistent understanding of providing timely, effective, and appropriate feedback to students about their learning | Demonstrates an understanding of providing timely, effective, and appropriate feedback to students about their learning | Provides timely, effective, and appropriate feedback to students about their achievement relative to their learning goals | Selects from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs to progress in learning | <ul style="list-style-type: none"> Models exemplary practice and initiates programs to support colleagues in applying a range of timely, effective, and appropriate feedback strategies |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |



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| <p>TL6 Makes consistent and comparable judgements</p> | <p>Shows inconsistent understanding of assessment moderation and its applications to support consistent and comparable judgements of student learning</p> | <p>Demonstrates an understanding of assessment moderation and its applications to support consistent and comparable judgements of student learning</p> | <p>Understands and participates in assessment moderation activities to support consistent and comparable judgements of student learning</p> | <p>Organises assessment moderation activities to support consistent and comparable judgements of student learning</p> | <p>Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements</p> |
| <p>Self-Assessment/Reflection 1</p> | | | | | |
| <p>Self-Assessment/Reflection 2</p> | | | | | |
| <p>Self-Assessment/Reflection 3</p> | | | | | |
| <p>TL7 Interpret student data</p> | <p>Is inconsistent in the use and interpretation of student assessment data to evaluate student learning and modify teaching practice</p> | <p>Demonstrates the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</p> | <p>Uses student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying student behaviour</p> | <p>Works with colleagues to use data from internal and external student assessments for evaluating teaching and learning, identifying interventions modifying student behaviour and modifying teaching practice</p> | <p>Coordinates teams and student performance and program evaluation using internal and external student assessment data to improve teaching practice</p> |
| <p>Self-Assessment/Reflection 1</p> | | | | | |
| <p>Self-Assessment/Reflection 2</p> | | | | | |
| <p>Self-Assessment/Reflection 3</p> | | | | | |
| <p>TL8 Reports on student achievement</p> | <p>Is inconsistent when reporting to students and parents</p> | <p>Demonstrates understanding of a range of strategies for reporting to students and parents and the purpose of keeping accurate and reliable records of student achievement</p> | <p>Reports clearly, accurately and respectfully to students and parents about student achievement, making use of accurate and reliable records</p> | <p>Works with colleagues to construct accurate, informative and timely reports to students and parents about student learning and achievement</p> | <p>Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents, and colleagues</p> |
| <p>Self-Assessment/Reflection 1</p> | | | | | |



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| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| TL9 Manages student behaviour effectively | Shows inconsistent knowledge and understanding of strategies to manage challenging student behaviour | Demonstrates knowledge and understanding of strategies to manage challenging student behaviour | Manages challenging student behaviour by setting clear expectations and addressing discipline issues promptly, fairly, and respectfully | Develops and shares with colleagues a range of behaviour management strategies using research and classroom experience | Leads and implements behaviour management initiatives to help colleagues broaden their range of strategies |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| TL10 Uses effective classroom communication | Shows inconsistent ability to communicate with students and maintain their engagement effectively | Demonstrates the ability to communicate with students and maintain their engagement effectively | Uses a wide range of effective communication strategies to maintain student engagement, learning, and achievement | Helps colleagues to select a wide range of communication strategies to support student engagement, learning, and achievement | Leads by example and demonstrates a wide range of inclusive and collaborative communication strategies to support student engagement, learning, and achievement |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| TL11 Uses a variety of methods to assess student learning | Shows limited understanding of assessment strategies | Demonstrates knowledge of assessment strategies to evaluate student learning | Selects and uses various assessment strategies to assess student learning | Develops and applies a wide range of assessment strategies to diagnose learning needs, comply with curriculum requirements, and modify teaching and learning strategies | Evaluates school assessment policies and strategies to support colleagues by using assessment data to analyse learning needs, complying with curriculum requirements and using a range of assessment strategies |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |



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| Self-Assessment/Reflection 3 | | | | | |
| TL12 Embraces student diversity | Shows limited understanding of teaching strategies that fit the learning needs of students with diverse linguistic, cultural, religious, and socioeconomic backgrounds | Demonstrates knowledge of teaching strategies that fit the learning needs of students with diverse linguistic, cultural, religious, and socioeconomic backgrounds | Designs and implements teaching strategies that fit the learning needs of students with diverse linguistic, cultural, religious, and socioeconomic backgrounds | Helps colleagues to develop effective teaching strategies that address the learning needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds | Leads initiatives to evaluate and revise school teaching and learning programs, using experience and community knowledge, to meet the needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| TL13 Provides a respectful, positive, safe, and collaborative learning environment | Has difficulty understanding resources, routines, and procedures to provide a respectful, positive, safe, and collaborative learning environment | Understands the use of resources, routines, and procedures in establishing a respectful, positive, safe, and collaborative learning environment | Effectively uses a range of resources, routines, and procedures to provide a respectful, positive, safe, and collaborative learning environment | Helps colleagues select and use resources, routines, and procedures to create a dynamic learning environment that maximises learning | Leads colleagues to identify and implement new resources, routines, and strategies that create and maintain a safe physical and intellectual learning environment where students take academic risks and play an active role in preventing behaviours that interfere with learning |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| TL14 Integrates technology to | Has inconsistent knowledge or understanding of | Demonstrates knowledge and experience of technology, how to | Effectively selects and incorporates technology into teaching and learning and | Uses high-level skills and knowledge of current technology to help | Leads colleagues within the school to select and use technology to expand learning |



| improve teaching and learning | technology and how to integrate it into teaching and learning | integrate it into teaching and learning, and how to use it safely, responsibly, and ethically | promotes the safe, responsible, and ethical use of technology within the classroom | colleagues integrate technology into their teaching and learning and to use it safely, responsibly, and ethically | opportunities and content knowledge for all students and leads initiatives to review and implement new policies and strategies to ensure the safe, responsible, and ethical use of technology on a school level |
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| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |



BEYOND THE CLASSROOM

| | Inconsistent | Developing | Proficient | Accomplished | Lead |
|--|---|---|---|--|--|
| BC1 Collaborates with colleagues to support teaching and learning | <ul style="list-style-type: none"> Occasionally willing to participate in opportunities to collaborate with others | Demonstrates willingness to participate in opportunities to collaborate with others or ask for assistance when needed | Effectively seeks out and regularly participates in opportunities to collaborate with others and asks for and provides assistance when needed | Regularly initiates and engages colleagues in discussions about effective teaching and coaches and guides other teachers to contribute to collaborative learning | Takes on leadership roles within Professional Learning Communities and promotes creative, innovative thinking among colleagues to inspire them to improve their professional practice |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| BC2 Seeks and responds to feedback in support of student learning | Rarely seeks or applies constructive feedback from supervisors and colleagues to improve teaching practice | Demonstrates willingness to seek and use constructive feedback from supervisors and colleagues to improve teaching practice | Effectively seeks and uses constructive input and contributes to discussions with colleagues to evaluate and improve teaching practice | Initiates and engages in discussions with colleagues to evaluate and improve professional knowledge and training and the educational outcome of students | Leads initiatives to implement professional dialogue within the school or in professional learning networks that is informed by feedback, analysis of current research, and practice to improve the educational outcomes of students |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |



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| BC3 Engages with parents to support student learning | Rarely demonstrates an understanding of strategies for effective communication and engagement with parents to support student learning | Demonstrates understanding of strategies for effective communication and engagement with parents to support student learning | Establishes and maintains respectful, collaborative communication and relationships with parents to engage them in support of student learning | Helps colleagues to create positive relationships with parents, be responsive in all communications with parents, and engage with them in support of student learning | Leads initiatives to identify, start, and build on opportunities that create positive relationships with parents and engage them in support of both their children's learning and the educational priorities of the school |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| BC4 Maintains high professional standards and is responsible and reliable | Is inconsistent in showing or applying the principles described in codes of ethics and conduct for the teaching profession | Understands and applies the fundamental principles conveyed in the codes of ethics and behaviour for the teaching profession | Understands and applies all principles as described in codes of ethics and conduct for the teaching profession | Maintains high ethical standards and helps colleagues understand codes of ethics and exercise sound judgment in all school and community contexts | Models exemplary ethical behaviour and exercises informed decisions in all professional interactions with students, colleagues, leadership, and parents |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| BC5 Contributes to extra-curricular activities | Does not demonstrate a willingness to contribute to extra-curricular activities | Demonstrates willingness to contribute to extra-curricular activities | Willingly contributes to a range of extra-curricular activities | Encourages colleagues to contribute to extra-curricular activities | Leads initiatives to develop more opportunities for extra-curricular activities within the school |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |



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| BC6 Shows flexibility and adaptability to new situations | Does not demonstrate flexibility and adaptability to change | Demonstrates flexibility and adaptability to change | Is always flexible and welcomes change | Helps colleagues to understand, accept, and implement changes when needed | Leads by example by embracing unexpected situations and adapting to change with a positive attitude |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| BC7 Maintains a positive attitude | Does not demonstrate a positive attitude | Generally, shows a positive attitude | Consistently demonstrates a positive attitude | Reaches out and helps colleagues who may need support in times of personal or professional difficulties | Leads by example within the school and community by exuding a good sense of humour, a positive can-do attitude, and a willingness and ability to work through challenging situations to find a favourable outcome |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |



PROFESSIONALISM

| | Inconsistent | Developing | Proficient | Accomplished | Lead |
|---|--|--|--|--|---|
| P1 Supports schoolwide initiatives and activities | Is rarely willing to participate in school initiatives and activities | Demonstrates willingness to participate in school initiatives and activities | Actively anticipates school initiatives and activities | Volunteers to join in and help organise school initiatives and activities, and volunteers in support of initiatives and activities organised by colleagues | Leads the development or management of school initiatives and activities and shares information with colleagues and the community about school initiatives and activities |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |
| P2 Demonstrates respect and understanding for school policies and procedures | Shows inconsistent knowledge or support for school policies and procedures | Understands and supports school policies and procedures | Complies with school policies and procedures | Helps other teachers to understand and comply with school policies and procedures | Leads initiatives to review and revise school policies and procedures when needed |
| Self-Assessment/Reflection 1 | | | | | |
| Self-Assessment/Reflection 2 | | | | | |
| Self-Assessment/Reflection 3 | | | | | |



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| <p>P3 Engages in professional development and improves practice</p> | <p>Does not demonstrate a willingness to engage in professional development</p> | <p>Demonstrates willingness to engage in professional development</p> | <p>Regularly plans for and participates in professional development opportunities to update knowledge and improve practice</p> | <p>Helps other teachers to plan and engage in high-quality targeted opportunities to improve practice</p> | <p>Leads colleagues to collaborate, research, develop, and expand professional learning opportunities to improve practice</p> |
| <p>Self-Assessment/Reflection 1</p> | | | | | |
| <p>Self-Assessment/Reflection 2</p> | | | | | |
| <p>Self-Assessment/Reflection 3</p> | | | | | |
| <p>P4 Becomes involved in schoolwide decision-making and school improvement process</p> | <p>Rarely/Occasionally willing to participate in planning and decision-making at the school, department, and grade level</p> | <p>Demonstrates willingness to participate in planning and decision-making at the school, department, and grade level</p> | <p>Regularly participates in planning and decision-making at the school, department, and grade level and contributes relevant ideas</p> | <p>Engages colleagues in planning and decision-making at the school, department, and grade level and seeks out their ideas and expertise</p> | <p>Leads initiatives to develop new ideas and expertise that are critical to school improvement efforts</p> |
| <p>Self-Assessment/Reflection 1</p> | | | | | |
| <p>Self-Assessment/Reflection 2</p> | | | | | |
| <p>Self-Assessment/Reflection 3</p> | | | | | |