



Job Description and Person Specification

Job Title: Teacher of Art

Reports to: Head of Visual Arts

Based at: TASIS The American School in England, Coldharbour Lane, Thorpe, Surrey, TW20 8TE



Job Summary:

The post-holder will deliver 5 sections of art teaching to Upper School students (fulfilling 'The Teacher Professional Standards' as outlined below).

The post-holder will work closely with a dedicated and creative team of fellow professionals and will work on a day-to-day basis with the teaching staff, and in liaison with the Head of Visual Arts.

Experience teaching IB Art and photography is essential. The right candidate will demonstrate excellent classroom practice and planning, and a willingness to support individual learning needs. TASIS seeks an Art teacher who is adaptable and creative, with a proven ability to motivate students and work in partnership with other members of faculty.



General Responsibilities:

- Deliver lessons to mixed ability classes, no larger than 16 students per class and five-fifths of teaching (fulfilling “The Teacher Professional Standards” outlined below);
- Differentiate tasks and work to suit the needs of individual students;
- Collaborate with other Upper School teachers in the department;
- Plan, prepare, set class and homework assignments and tests;
- Act pastorally in an advisory capacity to a group of about 6 - 8 students, usually of the same grade;
- Attend departments meetings, student meetings, faculty meetings and parent/teacher conferences;
- Participate in Curriculum Development, Professional Development and Safeguarding meetings;
- Calculate and assign grades and written comments for students;
- Support the development of the IB Visual Arts Program in collaboration with the Head of Art and the IB Coordinator and ensure all aspects of the program are implemented in accordance to the subject guide;
- Support the promotion of the arts in the school curriculum through excellent collaboration, preparation and practice;
- Supervise 1 study hall **or** lunch-time supervision across campus per week;
- Supervise an after school extra-curricular activity two days per week; and
- Follow the TASIS England Professional Teaching Standards.

Safeguarding Responsibilities:

- To know the identity of the School’s Designated Safeguarding Lead and the Safeguarding team;
- 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 committed to safeguarding and promoting the welfare of children and young people and has a range of policies and procedures in place which promote safeguarding and safer working practice across the School. We expect all staff and volunteers to share this commitment.



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 makes adjustments to 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:
BA degree or evidence of continued related professional development	A Master's Degree
Evidence of continued related professional development	PGCE

Experience

Essential:	Desirable:
Minimum of 2 years' full time teaching experience	Previous experience within an international education environment
Experience of teaching age 11-18	Previous experience within a boarding school environment
Experience of teaching externally examined courses	Experience of co-educational settings
Experience teaching IB Visual Arts	Practicing artist

Skills/Knowledge

Essential:	Desirable:
Ability to teach in traditional and in new media, including digital SLR photography and Adobe Suite	Strong knowledge of historical and contemporary issues in art theory and practice
Ability to manage students firmly, fairly and effectively	Willingness to work independently and accept responsibility within the Art Department, as and when required
Ability to work as a team member and to form good working relationships with colleagues. Willing to work collaboratively with colleagues and to team teach courses	
Organized and able to meet deadlines and show good attention to detail	
Knowledge of preparing IB Visual Arts students' work for digital upload	
Experience and expertise in writing student report comments	
Excellent classroom practice and planning skills	
Experience of supervising an IB Visual Arts Extended Essay	

Personal Attributes

Essential:	Desirable:
Committed to lifelong learning and the TASIS Learning Journey Program	
Willingness to embrace the TASIS England Mission	
Organised and good communicator	
Collaborative and willing to work positively and productively with colleagues in the department and across the School	
Committed to professional growth and development	
Adaptable and creative with a proven ability to motivate students	
Self-motivated, demonstrating initiative	



Meticulous organisational 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	