

JOB DESCRIPTION

SECTION I. GENERAL TERMS

1	Name of organisation	<i>ESM International School EI</i>
2	Name of unit	<i>Academics</i>
3	Job title	ESM Teacher
4	supervised by	Grade Level Coordinators, Heads of Departments, Middle and Senior Leaders, Senior Administration Team
5	directly responsible to	Deputy Headteacher, the Human Resources Manager and the Director

SECTION II. PURPOSE OF THE JOB AND RESPONSIBILITIES

General responsibilities:

- Working hours: **Monday–Thursday 08:00–16:00, Friday 08:00–15:00.**
- The teacher is always on time for the school day, and is prompt and punctual with start and end times of lessons, clubs and breaks throughout the school day.
- Face Recognition :
- The teacher takes measures to ensure safety, hygiene and wellbeing of ESM students, colleagues and environment at all times. All health and safety regulations are complied with.
- The teacher will, in the majority of cases, be assigned as Form Tutor for a class as part of the basic responsibilities.
- The teacher works up to four Saturdays per year to assist ESM to organize extracurricular, voluntary or charity activities or CPD.
- The teacher participates in whole school briefings (Mondays 08:00); Grade Level / Department meetings as organised by Grade Level Coordinator / Head of Department; any other meetings as required.
- The teacher participates in Continued Professional Development opportunities provided by the school.
- The teacher complies with Mongolian legislation, ESM curriculum requirements and ESM internal policies as outlined in Mongolian law, the ESM Staff Handbook and ESM Internal Policy documents.
- The teacher respects and interacts with ESM requests made by the School Office, School Leaders or Registrar by emails, letters, notices, messages and phone calls.
- The teacher checks his / her ESM email inbox at least two times per working day, first in the morning and second in the afternoon.
- The teacher complies with administrative and academic timelines and deadlines as communicated by the School Office, Coordinators or Registrar.
- The teacher stores ESM documents and belongings safely, and respects confidentiality.
- The teacher participates in and carries out any administrative and organizational tasks that are deemed appropriate by the School, such as equipment and supplies audits, playground / hallway supervision duties, examination invigilation, preparation for Open Days etc

- The teacher adheres to the ESM Dress Code, and wears their ID badge at all times in the school and during school outings off-site.

School culture responsibilities:

- The teacher strives for best practice at all times.
- The teacher maintains a commitment to ESM's core values, as expressed in the school's Mission Statement.
- The teacher maintains professional ethical standards in all areas, particularly confidentiality.
- The teacher works collaboratively with colleagues to develop effective professional relationships.
- The teacher makes a positive contribution to the wider life and ethos of the school.
- The teacher actively provides a positive and welcoming environment for new staff, students and parents at ESM.
- The teacher maintains professionalism at all times in contact with parents, guardians and outside agencies as a representative of ESM. On no occasion should personal social media, personal email addresses or personal phone numbers be used for contacting students or parents / guardians. ESM teachers are expected not to meet up with students outside of school.
- The teacher covers for absent colleagues when directed by the school leadership.
- The teacher uses English as the working language of the school, and encourages communication in English at all times.

Pastoral responsibilities:

- The teacher records student attendance **both** on the school's Online System and in their Class Registration Book. Attendance is taken promptly without exception.
- The teacher attends weekly student assemblies as part of the whole school's pastoral responsibility.
- The teacher keeps an open line of communication with Form Tutors, Coordinators and parents / guardians regarding academic and pastoral issues, including parents' meetings twice per year. Positive messages home are highly encouraged.
- The teacher establishes a safe, purposeful and stimulating environment for students, rooted in mutual respect and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- The teacher has high expectations of behaviour, promoting self-control and independence of all learners.
- The teacher is a positive role model, consistently demonstrating school-appropriate behaviour and relationships through punctuality, professionalism, respect and care.
- The teacher maintains good relationships with students and exercises appropriate authority in line with school-wide expectations.
- The teacher is alert to student safety, wellbeing and behaviour at all times during the school day, and in all places on the school site.

- The teacher will, in the majority of cases, be assigned as Form Tutor for a class as part of the basic responsibilities. Form tutors:
 - are the primary point of contact between school and home
 - establish a positive, individual relationship with each student in their class
 - take an active interest in the progress, feelings and wellbeing of each student in their class
 - establish a sense of identity and belonging among students in their class
 - model and explicitly discuss school-appropriate behaviour
 - convey updates on school news and events
 - make registration periods productive and positive, including following any school-wide programmes for promoting PSHE as directed by the School Coordinators
 - organise and facilitate form participation in clubs and school events
 - check and follow up on student preparedness for school, including uniform and books / equipment

Planning responsibilities:

- The teacher plans effectively for student learning, based on learning outcomes agreed as part of the school's curriculum.
- The teacher's planning builds on students' prior knowledge and experience.
- The teacher plans work which is differentiated for and accommodates a range of ability levels and needs.
- The teacher provides evidence of planning, such as term plans, schemes of work and lesson plans if and when required within the timelines set forth by the School Coordinators.
- The teacher's planning is adaptable and flexible to student needs.
- The teacher's planning is adaptable and flexible to school events and unforeseen disruptions.
- The teacher takes part as required in the review and development of planning relating to the curriculum, organization and pastoral functions of the school, including preparation for the following academic year.

Teaching responsibilities:

- The teacher delivers the school curriculum as relevant to the age and subject/s that he or she teaches.
- The teacher delivers all lessons in English, other than foreign languages and Mongolian language.
- The teacher uses a range and balance of teaching strategies for effective learning.
- The teacher creates a stimulating learning environment, including displays which support learning and celebrate student work.
- The teacher uses a variety of teaching approaches which are differentiated for and accommodate a range of ability levels and learning needs.
- The teacher effectively uses a variety of resources to support learning.
- The teacher empowers students to be active and independent in their own learning.
- The teacher maintains a constant awareness that for many ESM students, English is a second, third or even fourth language. The teacher promotes literacy and confidence in English at all times, not just during designated English lessons.
- The teacher devotes extra time to students who may be struggling academically or who may need further challenging. In specific cases, the teacher discusses such students with the relevant School Coordinator.

Assessment responsibilities:

- The teacher uses an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students and monitoring students' progress and levels of attainment.
- The teacher effectively uses both formative and summative assessment on a regular basis, as and when appropriate.
- The teacher compiles accurate reports for all students, using the school's grading system as communicated in the Staff Handbook to award each student a comment two grades per subject (one grade for academic **attainment**, and one grade for **effort** completion) at specified times in the academic year.
- The teacher is familiar with and adheres to ESM's assessment policy.
- The teacher gives regular feedback, both orally and through accurate marking, and encourages students to respond to the feedback to develop an awareness of their own progress.
- The teacher sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired, as and when appropriate.
- The teacher keeps detailed records of individual student progress.

SECTION III. REQUIREMENTS

General requirements	Education	<i>Higher education</i>
	Profession	<i>Teacher</i>
	Experience	<i>Professional experience of at least 1 year</i>
	Skills	<ul style="list-style-type: none"> - <i>Ability to work independently and in a team</i> - <i>Ability to keep official documents and process information and documents</i> - <i>Responsible, trustworthy and honest</i> - <i>Good communication and good presentation skills</i> - <i>Able to handle workload and responsible</i> - <i>Knowledge of English</i> - <i>Organized and ability to work in a team</i> - <i>Computer knowledge</i>