

Teacher

Summary

Teachers' primary responsibility is towards the students whose best interests they work for and promote. They must do everything they can to ensure every student fulfils their potential. In addition, by being a member of the Southbank community, they commit themselves to promoting the values and philosophy of the school as well as the IB. Just as the school has a responsibility for them, so they have a responsibility to work in the school's best interests, to promote its good name, support its members and act in a collegiate manner. Lastly, teachers have a responsibility to strive to achieve the highest professional standards in all they do at and for the school.

A teacher with no middle management responsibilities usually reports to their Head of Faculty or Department (Westminster), or School Head (Hampstead and Kensington).

Values

- Respects and practises the content of the school mission statement and its 'core values'
- Instils in students a love of learning, and the value of learning for its own sake
- Respects, practises, and teaches students the philosophical and pedagogical values of the International Baccalaureate, as enshrined in its mission statement and learner profile
- Acts decisively against individuals who behave in a way inimical to the values of the IB and school
- Strikes an appropriate balance between promoting their own interests, the pupils' and the school's

Preparation and planning

- Thoroughly plans, in content and structure, each lesson, making full use of a variety of resources, and in line with the curriculum documents
- Plans to ensure that there is continuity of learning and natural transition from one lesson to the next
- Ensures all resources for a lesson are ready for use at its start
- Sets homework to reinforce, as well as extend, knowledge and understanding of the material covered in the lesson in which it is set
- Prepares material to address the needs and standards of specific individuals or groups of individuals within the class, as well as the class as a whole
- Reflects commitment to the development of trans-disciplinary skills

Teaching and learning

- Places appropriate emphasis on independent and evidence-based learning
- Ensures the content and method/s of a lesson's delivery are engaging, relevant, challenging and significant
- Deploys a variety of resources, including IT, and methods of delivery in a lesson
- Ensures that student participation and dialogue form an integral part of the learning process
- Ensures the needs of all levels of ability are met, including those who are second language learners or who require learning support
- Ensures instructions to students are clear, specific and well delivered

- Involves, and respects the views of, all students
- Ensures their own subject knowledge is clear and thorough
- Ensures there is an appropriate pace to the lesson

Classroom management

- Adopts appropriate professional relations with students
- Expects high standards of behaviour eg punctuality to lessons, and consistently enforce them
- Generates a studious, productive and purposeful working atmosphere
- Praises students for their endeavour and achievement
- Ensures personal and school property is respected

Assessment

- Follows the school and/or faculty marking policy
- Keeps a full and accurate record of each student's performance
- Sets and marks written work on a regular basis, and returns it as soon as possible
- Ensures their marking is based on IB criteria, and is transparent, detailed, informative, and constructively critical so that the students may be able to reflect on and learn from their performance
- Informs relevant staff of students whose performance is exceptional or is of particular concern
- Ensures their writing of reports and entering of grades conform to school policy

Professional development

- For the benefit of the school and their own professional development, is regularly appraised and is expected to engage fully with, and derive as much possible benefit from, the appraisal procedure
- Establishes, with the help of school management, an individual strategy for professional development, for the benefit of the teacher and faculty/school
- Collaborates with colleagues on departmental/faculty, as well as whole-school, course and curriculum development

Other responsibilities

- Attends school meetings, as required, and contributes constructively to them
- Meets all deadlines set by school management
- Follows the school's policy on email, including the checking of emails at least once a working day, responds to them as quickly as possible, and follows the school IT Acceptable Use Policy
- Participates in the wider life of the school
- Helps promote the progress and welfare of individual students and is fully familiar with all school compliance policies and procedures, including those on pupil welfare, health and safety
- Contributes to the maintenance of high staff morale, and to team building

This job description is not exhaustive, does not form part of the contract of employment and may change in accordance with the demands of the appointment.

The job holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, will be to adhere to and ensure compliance with the relevant Cognita Safeguarding: Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, they must report any concerns to the School's Child Protection Officer/Designated Safeguarding Lead or to the Principal, or make a referral directly to the local child protection authorities. (March 2017).

Your Name	
Your Signature	
Date	

Principal's Name	
Principal's Signature	
Date	