

Teacher Job Description

Scope of Responsibilities

Teachers are responsible for planning, preparing and delivering high standards of instruction. They are also responsible for creating a physical and emotional environment for students that is safe, supportive, motivating and in all ways conducive to learning.

REPORTS TO: Senior/Junior School Principal

SUPERVISES: Teacher Assistant (as applicable)

Learning Principles

The following Learning Principles guide all Teaching and Learning at ISU. The expectation is that all teachers' work is grounded in these principles.

1. Learning is inclusive:

- providing meaningful, challenging and relevant learning for a diverse community.
- empowering self reliance, independence, confidence and grounded in a sense of belonging.
- when we see ourselves as part of the learning process.
- taking into account different learning styles.
- it is culturally sensitive.

2. Learning is inquiry driven:

- is conceptual - developing an understanding of transferable concepts.
- is engaging and of interest to us.
- is active and hands on.
- when we make a personal connection to the topic.

3. Learning is creative and challenging:

- innovative and progressive, preparing students for the future.
- ensures that everyone meets their own potential.
- ensures a strong grounding in traditional disciplines.
- uses a variety of resources to foster creativity and challenge thinking.

4. Learning is enhanced by our environment:

- the learning environment (physical, social and emotional) is safe and inclusive of all.
- our sense of community is valued and promoted.
- all relationships within our community are respectful of individual differences and promote individual growth.
- we learn from, and share our knowledge and expertise with the local and global community.
- we value and care for the natural environment.
- learning is a partnership between the home and school.

5. **Learning is both social and independent:**
 - it demands collaboration, cooperation and communication while thoughtfully considering the ideas of others.
 - communication is open and respectful.
 - learners have opportunities to independently question, evaluate and reflect on their own thinking and work.
 - students learn how to choose when it is appropriate to work independently and when to collaborate with others.
6. **Learning builds moral character:**
 - helping students develop a sense of integrity and responsibility to themselves and others.
 - students are encouraged to have the courage to stand up for their convictions and their beliefs.
7. **Learning is reflective:**
 - teaching is responsive to the learners' needs.
 - learners give and receive frequent, quality and constructive feedback that leads to further learning.
 - learners are challenged to reflect on our learning experiences and take action on feedback
 - learners are responsible for their own learning.
 - we acknowledge our successes as well as our mistakes and shortcomings.
8. **Learning is Lifelong:**
 - Students are equipped with skills and strategies to access opportunities and resources in an ever-changing world.
 - Teachers foster and encourage curiosity and the love of learning.
 - Teachers provide opportunities for self-directed learning.

General Responsibilities

The responsibilities listed below are expected of all teachers. These and more detailed procedures are documented in the Faculty Handbook, which is reviewed each year.

1. Lesson Planning and Preparation

- Plan and prepare lessons that are meaningful, challenging and relevant
- Complete all required documentation in a timely manner
- Clearly articulate learning goals to students.
- Develop and articulate clear assessment criteria and standards that are understood by students
- Prepare materials in advance that are both creative and challenging and organise classroom resources efficiently

2. Managing the Classroom Environment Effectively

- Manage the Teacher Assistant (if applicable) assigned to their class in a way that encourages excellent performance and stimulates professional development
- Manage classroom routines and procedures to maximise the amount of time spent learning and limit delays and disruptions

- Proactively prevent bad behaviour by involving students in agreeing on standards of behaviour and developing their sense of integrity and responsibility
- Assist students in developing self-discipline and independence.
- Demonstrate consistency and fairness in dealing with students

3. Managing Learning

- Use instructional strategies and techniques that will maximise student learning
- Use a variety of instructional techniques that will enhance the understanding, thinking and life skills of students
- Plan and deliver enquiry based lessons that are challenging and stimulate student creativity
- Plan and deliver lessons in which all students have an opportunity to be engaged Information and Communication Technology (ICT) appropriately as a tool for enhancing learning
- Reflect on lessons, taking note of opportunities for improvement and generating alternative strategies to ensure continuous improvement of instructional technique

4. Supporting Individual Students

- Acquire a good knowledge of each individual student (their backgrounds, skills and interests) and use that knowledge to plan for individual student learning.
- Monitor and address individual student needs, so as to enable each one to reach their full potential.
- Communicate to students and parents through ManageBac by posting all summative and formative assignments, posting deadlines, grades and assignment and criteria rubrics (Senior School).
- Provide feedback to students in a consistent and timely fashion, using appropriate language and style that will enable them to accept the feedback and use it to make improvements in their learning.
- Liaise with Student Support Services in order to support students with poor performance / learning difficulties /language difficulties/high achievers and behavioural problems.

5. Health and Safety of Students

- Constantly monitor and be alert to potential health or safety hazards; taking swift corrective action as necessary.
- Ensure awareness of best practice in first aid; participating in refresher training as requested.
- Ensure that students adhere to the Student Code of Conduct.
- Ensure that students behave safely at all times; taking swift corrective action if necessary.
- Report to the Counsellor/Principal/Head of School any instances where the teacher has Child Protection concerns about a student.

5. Fulfilling other Professional Responsibilities

- Keep abreast of recent learning developments in the field of education through reading and participating in in-service courses and workshops.
- Proactively contribute to the success and community spirit of The International School of Uganda.
- Actively engage in staff meetings, working parties and self studies as requested by the Principal.
- Lead at least two seasons of extra-curricular activities which may including service activities.

- Carry out the duties as a Homeroom teacher - where assigned to this role.
- Adhere to the Faculty & Staff Standards of Behaviour as detailed in the Faculty Handbook.

Carry out other duties as requested by the Principal or Head of School.

Accountability

Teachers are accountable to the Principal for performance based on regular observation and appraisals which are based on this job description, including the IB Learner Profile and ISU Learning Principles. In addition, feedback from students and parents is taken into consideration.

Recruitment Criteria

Education and Aptitude:

- Teaching diploma or certificate in relevant discipline.
- Degree appropriate to the subject area specialism (Masters preferred); must have a major or minor in the subject to be taught.
- Reflects all the attributes of the IB Learner Profile and ISU Learning Principles.

Job related experience and knowledge:

- Previous teaching experience – preferably, at least two years.
- Preferably experience teaching in an IB international school.
- Genuine enthusiasm for teaching as a profession and for working with children/young people.

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