

PRIMARY SCHOOL TEACHER AUGUST 2021 JOB DESCRIPTION

LOCATION	Bratislava Slovakia
JOB PURPOSE	To be an outstanding classroom practitioner who develops students so that they become the best that they can be.
REPORTING TO	Head of Primary
DIRECT REPORTS	Phase Leader
OTHER KEY RELATIONSHIP	Year group team, students, parents

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
Teaching and Learning	
<p>Teaching and Learning</p> <ul style="list-style-type: none"> ▪ Ensure the effective teaching and management of classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained and the best use is made of teaching time. ▪ Use teaching methods which will engage students and stimulate pupils' intellectual curiosity including the use of effective questioning, clear presentation and good use of resources. ▪ Have an excellent understanding of the use of technology to improve teaching and learning. ▪ Set high expectations for pupils' behaviour, establishing and maintaining a good standard of behaviour management through well focused teaching and through positive and productive relationships in accordance with the rules and behaviour policy of the school. ▪ The post holder may be required to take responsibility for leading a curriculum area or operational aspect of the school. ▪ Lead an after-school Enrichment activity. 	<p>Lesson observations Book scrutiny Planning review Pupil Progress Meetings Pupil Data Phase Leader feedback</p>
Planning and Preparation	
<ul style="list-style-type: none"> ▪ Identify clear teaching objectives, content, structures and sequences of lessons appropriate to the educational needs of the pupils in his/her class. ▪ Set appropriate, realistic yet demanding expectations for pupils' learning, building on prior attainment/knowledge ▪ Identify students who may require learning support and know where to get help in order to give positive and targeted support. 	<p>Planning review Subject monitoring Lesson observations Phase leader feedback</p>

<ul style="list-style-type: none"> ▪ Planning should show clear understanding of the Year group expectations and lead to progression within lessons and over sequences of lessons. 	
<p>Assessment</p>	
<p>Assessment and Evaluation</p> <ul style="list-style-type: none"> ▪ Assess pupil's achievements and progress in accordance with arrangements agreed within the school based on policy and procedure. ▪ Implement AfL to evaluate how well learning objectives are being/have been achieved and use assessment for future teaching and learning. ▪ Mark and monitor pupils' class and homework providing constructive oral and written feedback, providing focus for pupils' progress to ensure they meet individual and Year group targets. 	<p>Pupil assessment data</p> <p>Pupil Progress Meetings</p> <p>Book Scrutiny exercises</p>
<p>Other requirements</p>	
<p>Relations with Parents and the wider community</p> <ul style="list-style-type: none"> • Know how to prepare and present informative reports to parents in a professional manner based upon monitoring procedures adhered to within the school. • Facilitate parental engagement by ensuring homework tasks are presented comprehensibly and detail how parents can assist their children. • Treat parents with respect at all times and go through the proper channels, using line managers if necessary, with all interactions with parents. <p>Give presentations to parents as necessary e.g. Meet the Teachers, Parent information Meetings.</p>	<p>Parent feedback</p>
<p>Managing and Developing Teaching and Administrative Staff within the School</p> <ul style="list-style-type: none"> • Contribute to meetings, discussion and management systems necessary to co-ordinate the work of the school. • Interact on a professional level with colleagues and seek to establish and maintain productive relationships. ▪ The post holder may be responsible for the supervision of the work of teaching assistants. 	<p>Lesson observations</p> <p>Phase Leader Feedback</p>
<p>Managing Resources</p> <ul style="list-style-type: none"> • Select appropriate resources which enable teaching objectives to be met by all learners. • Ensure that resources are used responsibly and equipment is looked after 	<p>Lesson observations</p>
<p>Personal Development</p>	<p>Improved performance</p> <p>Performance appraisal</p>

<ul style="list-style-type: none"> • Continual development through the identification and implementation of your own Personal Development Plan. • Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy as relevant to their own department and mainstream departments. • Understand their professional responsibilities in relation to school policies and procedures and practices. • Set a good example to the pupils they teach in their personal presentation and conduct. <p>Evaluate their own teaching critically and use this to improve their effectiveness.</p>	<p>Personal Development Plan</p>
<ul style="list-style-type: none"> ▪ Contribute positively to the morale and community spirit in the school; ▪ Work effectively in different teams; ▪ Assist in whole school marketing initiatives and contribute to the growth of the school; ▪ Operate at all times within the stated policies and practices of the school; ▪ Maintain an up to date knowledge of good practice in teaching techniques; ▪ Maintain subject(s) or specialism(s) to enable effective teaching; ▪ Keep knowledge of wider curriculum developments up to date; ▪ Undertake professional development to enhance teaching and students' learning, and apply outcomes and identify impact/share outcomes with colleagues; ▪ Meet responsibilities with regard to health and safety, equal opportunities and other relevant legislation and conform to professional and ethical requirements; ▪ Any other appropriate duties as allocated by members of the school's leadership team; 	<ul style="list-style-type: none"> ▪ Valued member of the team and organisation

PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
<p>Qualification</p> <ul style="list-style-type: none"> ▪ Teaching Qualification QTS/PGCE ▪ Experience of International Primary Education <p>Experience/ Knowledge</p> <ul style="list-style-type: none"> ▪ Detailed up-to-date knowledge of the English National Curriculum and Project based learning ▪ Proven track record with at least two years' teaching experience ▪ Teaching experience in an International School ▪ Experience of using technology to improve teaching and learning ▪ Strong understanding of teaching EAL students ▪ Excellent understanding of Assessment methodologies <p>Skills</p> <ul style="list-style-type: none"> ▪ Good communication skills ▪ Excellent organisational and time-management skills ▪ Ability to work both independently & collaboratively in a team ▪ Ability to plan engaging lessons that challenge all students 	<p>Essential Desirable</p> <p>Essential Essential Desirable Desirable Desirable Essential</p> <p>Essential Essential Essential Essential</p>
Personal Attributes	
<ul style="list-style-type: none"> ▪ High levels of personal integrity ▪ Conscientious and able to focus on completing work to a consistently high standard ▪ Flexible and positive approach to work ▪ Excellent organisational and time-management skills; high attention to detail ▪ Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved ▪ Adaptable to working in a fast paced ever changing environment ▪ Ability to work under pressure and remain calm ▪ Proactive and willingness to take on multiple tasks ▪ Self-motivated and enthusiastic ▪ Ability to work independently ▪ Must be a team player, willing to help and be flexible ▪ Continually strive for improvement 	
Other	
<ul style="list-style-type: none"> ▪ Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK. ▪ Compliance with visa requirements for working in Slovakia. ▪ Holding a European passport is desirable to comply with Slovak residency permit requirements. ▪ A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required ▪ Closing date: February 19th 2021 ▪ Start Date: August 2021 	

PHILOSOPHY AND VALUES

We are ambitious for our students, our people and our family of schools. We believe that:

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.

The NAE Commitment

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

Promote and embodies *The CORE 7 Leadership Capabilities*:

- **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
- **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
- **Collaborative** – Works collaboratively with others to achieve organisational outcomes
- **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
- **Enabling** – Drives excellence through valuing and developing others
- **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
- **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations

- Role-model the 'Be Ambitious' philosophy each day
- Feedback as a valued member of the team and the wider organisation

Dear Applicant,

Nord Anglia Education is the world's leading premium international schools organisation. Our 68 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 67,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 13,500 teachers and staff, working in 68 schools located in 29 countries around the world supporting our students' learning. Together, we educate over 67,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students' academic achievement exceeds global averages across every key stage. On average, our students' score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world's top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.