

Primary School Job Description

Title: PYP Teacher (Home Room / Specialist)

Grade of post: Main Scale Point 1 – 9

Job purpose:

- To provide effective and proactive PYP teaching and learning experience using inquiry
- To incorporate clear learning objectives through differentiated instruction to students of mixed abilities
- To embrace the values and beliefs expressed in the philosophy of the PYP and to work constantly to translate them into daily classroom practice
- To take responsibility for ensuring effective use of resources and improved standards of learning and achievement for all pupils in their assigned class, group or where relevant the school
- To take responsibility for personal learning and development and to actively take part in the School systems of professional appraisal and development
- To carry out such other associated duties as are reasonably assigned by the Head of Primary or The Principal

Applicable contract terms and duties:

This job description follows a common format with other job descriptions in the International School of Toulouse and is a complement to the published IST guidelines, procedures and policy documents in vigour. It is written in line with French employment law (Code du Travail) and in accordance with the signed Contract of Employment. All employees will be expected to carry out any other duties associated with their posts as are reasonably assigned by the Head of Primary or the Principal. The following list of responsibilities and tasks is neither hierarchical nor exhaustive.

Reporting Relationship:

Reporting to: Head of Primary, PYP Coordinator

Collaborating with:

PYP Coordinator
Primary Leadership Team
Year Group Colleagues
Specialist Teachers
Teaching Assistants
Secondary Colleagues

Knowledge, Skills, Experience:

- An awareness and thorough understanding of the IB standards and practices for the PYP.
- Proven teaching ability within the PYP.
- Commitment to own personal professional development.
- Effective time management and organizational skills.
- Effective inter-personal and communication skills.

Responsibilities as a Teacher:

- **To demonstrate essential professional characteristics, and in particular to:**
 - Plan collaboratively with a range of colleagues, for student learning.

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- Plan engaging units of enquiry, to be explored in depth.
 - Plan Units of Inquiry which builds on students' previous knowledge and experience and which emphasises connections between different curriculum areas
 - Use assessments to drive the planning process.
 - Use a range and balance of teaching strategies which accommodate a range of ability levels and learning styles
 - Use a variety of resources to activate multiple perspectives.
 - Involve students in their own learning and assessment
 - Deliver the curriculum relevant to the age and subject.
 - Be able to provide demonstrable evidence of the positive impact of teaching upon learning.
 - Use technology to enhance learning.
 - Deliver the school's agreed programme (PYP).
 - Establish a safe, purposeful and stimulating environment for students and establish a framework for discipline with a range of strategies, following the school's behaviour guidelines.
- **Planning Teaching and Class Management**
 - Carry out teaching duties in accordance with the defined IB curriculum.
 - Facilitate the learning of assigned students by planning lessons which
 - achieve progression of learning through understanding
 - apply a range of teaching strategies positively targeting and supporting individual learning needs aware of and making provision for students who have particular needs e.g. SEN, the very able etc.
 - empower students to feel responsible and to take action
 - pursue open-ended inquiry and real-life investigation
 - Be actively involved with colleagues and students in shared reflection during and at the end of each unit
 - Effectively mark and return work in line with the school's assessment policy, including feedback for improvement and progress for each student.
 - Maintain rigorous and accurate records, including students' attainment, attendance and homework set.
 - Set targets for student attainment using prior achievement data.
 - Preparing and keeping up to date "substitute" material in case of absence or illness.
 - Use a variety of display techniques to showcase student learning both in and outside of the classroom and ensure displays are regularly updated and remain current.
 - Understand and apply effective classroom management including maintaining high levels of behaviour and discipline.
 - Contribute to and engage students in activities and learning events within an international classroom.
 - Plan field trips where appropriate that meet learning objectives as well as broaden students' experience.
 - Play a full part in the on-going development of the school through participation in; curriculum development, programme planning, subject committees, evaluation/accreditation processes and staff meetings.

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- Provide the students a differentiated programme of instruction that incorporates appropriate challenges and high expectations of learners and addresses the needs of students with different levels and types of ability.
 - Maintain constant awareness of the needs of second language learners
 - Deliver the curriculum within the agreed framework and philosophy of the school.
 - Share in the overall responsibility for the academic progress and personal development, health and safety, discipline and well-being of all students.
 - Any other appropriate duties as allocated by members of the school leadership.
- **Pastoral Duties**
 - Develop a rapport with students in a professional manner, showing concern for individual student's social and emotional needs and provide effective and proactive pastoral care for students in order to promote the general progress and well-being of individual students.
 - Work with the Student Support Coordinator and Wellbeing Counsellor to support student welfare within the school's systems and procedures.
 - Record and report student attendance, encourage their attendance and their participation in other aspects of school life.
 - Alert Student Support Coordinator and Wellbeing Counsellor to problems experienced by students and suggest recommendations as to how these may be resolved.
 - Communicate, as appropriate, with parents of students after consultation with appropriate staff.
 - Carry out supervision duties on a rota basis.
 - Cover classes for another teacher as required and within policy defined limits.

Core Behaviours:

Communication:

- Regularly use MYIB on the IB website.
- Communicate learning and assessment that is taking place in the classroom to parents. e.g. portfolios, class newsletters and conferences.
- Inform parents about the programme through information sessions, new parent induction and curriculum newsletters in conjunction with the Head of Primary / PYP Coordinator
- Keep up to date with information regarding professional development opportunities e.g. on the IB website.
- Keep a personal record of in school workshop attendance and professional development.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties as specified in the school's handbook.
- Operate at all times within the stated policies and practices of the school.
- Take account of wider curriculum developments and requirements within the relevant IB programme.
- Maintain an up to date knowledge of good practice in teaching techniques and seek to engage in professional conversation within the school.
- Undertake professional development to enhance teaching and learning, identify impact, apply and share outcomes with colleagues.

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- Contribute to the professional development of others, giving support and willingly sharing ideas and materials.
- Inspire trust and confidence in students and colleagues.
- Contribute to the development and / or implementation of school policies, and whole school annual objectives.
- Promote the wider aspirations and values of the school to parents and students both current and prospective.

Reports To:

- **Head of Primary**