

Senior School English Teacher - Job Description

- Position:** Senior School English Teacher
- Starting date:** **August 2022**
- Responsible to:** Head of Senior School English
- School section:** Teach English across Grade 9 to 12, in both the IB Middle Years Programme (Grades 9-10) and the IB Diploma Programme (Grades 11-12). Ideally, candidates applying for this role will have experience of teaching English at both MYP and DP level.
- Main Working Relationships:** This Teacher will work as part of the large Senior School English Team, under the leadership of the Head of Senior School English.
- Minimum Requirements:** Bachelor's Degree or equivalent; teaching qualification/ license; minimum four years teaching experience; knowledge and experience of IB programmes an advantage.

Core Purpose:

The core purpose of a teacher at International School Basel (ISB) is to provide students with a stimulating, challenging and enjoyable learning experience both in and beyond the classroom, and to offer them the encouragement they need to thrive at ISB. Our team of teachers works to enable all students to learn effectively as well as providing support for the academic and pastoral needs of all students, supporting the mission and values of ISB at all times.

ISB Philosophy and Objectives:

It is expected that all teachers will become familiar with the school's mission and guiding statements, working to promote these in all aspects of their role.

**“We all want to learn more;
We all do it in different ways;
We all have fun learning;
We all help.”**

Learning@ISB

Learning@ISB provides our community an overview of the key principles about learning that we value as a school in line with our mission and guiding statements.

ISB believes learning is a journey that happens when learners are engaged, motivated and academically challenged, generating an appetite for continuous learning and a compassionate attitude towards others and the betterment of the society and environment around them.

Using the key principles as outlined by **Learning@ISB**, teachers at ISB strive to provide enjoyable learning that:



Based on the key principles of **Learning@ISB**, the following are the [Expectations of a Teacher](#) at ISB:

A. Teaching and Learning

A teacher at ISB demonstrates subject and curriculum knowledge by:

1. Understanding the Content and Concepts
2. Creating a Supportive Environment
3. Maximising the Opportunity to Learn
4. Activating Hard (Deep) Thinking by planning, structuring, explaining, questioning, interacting, embedding and activating, including but not limited to, opportunities for students to engage with the dimensions of GlobalCitizenship@ISB.

B. Assessment and Reporting: monitors, assesses and reports on learners' work and progress, in accordance with ISB's policy and procedures.

C. Curriculum Development: contributes to the development of curriculum (the production and ongoing review of units and/or schemes of work - including Interdisciplinary Units), ensuring both diversity and inclusivity are incorporated to student learning experiences

D. Student Well-Being: all teachers are required to complete safeguarding training and to follow the ISB guidance on Child Protection and Safeguarding. ISB teachers play an active role in all aspects of the pastoral care of students, focusing on their social and emotional development. Almost all teachers in the Junior, Middle and Senior School are also homeroom tutors.

E. IB specific Responsibilities: all teachers are expected to promote and embed key dimensions of the IB learner profile and service learning. Teachers also supervise the PYP Exhibition, MYP Personal Projects and/or DP Extended Essays, as appropriate.

F. Wider professional responsibilities: contributes to the holistic life of the school through involvement in our Activity Programme and by participating in other school-related activities, such as concerts, sports events, graduation, etc. (some of which may take place outside of the school day).

G. Skills and attributes

A teacher at ISB:

- Creates a stimulating learning environment which engages all students, drawing from a wide range of cultural and educational backgrounds/perspectives
- Works collaboratively with EAL and Learning Support teachers in a co-teaching learning model, as required
- Works collaboratively with colleagues within and across subject disciplines
- Demonstrates IT competence and experience
- Is passionate about keeping up with developments in the field of education, through reading and participating in in-service courses and workshops
- Shows willingness to be a 'risk-taker' - trialing and sharing new ideas
- Has excellent communication skills in English, both oral and written
- Has excellent interpersonal and organisational skills
- Exercises tact and discretion and maintains appropriate confidentiality
- Has a strong work ethic and an excellent attendance record
- Demonstrates reliability and initiative both individually and as a team member in support of school activities both within and outside of the classroom
- Is adaptable, flexible and positive

Updated: November 2021