JOB DESCRIPTION
Secondary School Subject Teacher

"Inspiring Individuals"

The mission of KIS is to offer a challenging and dynamic international education that inspires and supports students in developing the knowledge, skills, and characteristics to take responsible action for the betterment of their local and global communities.

KIS has developed a Mission Statement and core values that commits the school and community to the search for academic excellence. We believe through the choice of the IB programmes (International Baccalaureate,), the KIS International School curriculum scope and sequence documents, and the teaching methodologies practiced at the school that we provide the tools for attaining our goals.

The goal is for teachers to embrace the KIS and IBO philosophies and translate them into classroom practices to create an environment conducive to inquiry, and discovery promoting challenging and rigorous learning experiences in a significant and relevant way. We see ourselves as learners too, therefore the KIS teachers' job description is linked with a system of appraisal and professional development to promote our own growth and support the goals and philosophies of the school.

PLANNING AND PREPARING FOR UNDERSTANDING *(What Do We Want To Learn?)*

The teacher is Responsible for designing plans that meet the needs of each student by:

- Being familiar with the KIS International School Mission Statement and core values
- Being aware of the KIS disciplinary policy, student and staff handbooks
- Be familiar with all polices, handbooks and guidelines for best practice
- Ensure own and others familiarity with the Child Protection Protocol
- Having a working knowledge of all aspects of your relevant IBO Programmes
- Participating in collaborative planning strategies, information exchanges, and resource sharing with members of the academic team
- Planning and developing your subject area and interdisciplinary units following the KIS curriculum, scope and sequence and IBO subject guides

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- Completing and submitting subject area plans, MYP interdisciplinary unit planners, and DP curriculum and assessment documents as appropriate.
- Delivering the programme in depth, ensuring that it is rigorous, significant, relevant, challenging and engaging.
- Ensuring that the KIS and IBO learning expectations/outcomes are included in the planning process and are in the context of a coherent and school wide programme 🎬 Ensuring that plans are shared and documented through ManageBac 🎬 Participating in planning which builds on students experiences and prior knowledge
- Enhancing the classroom curriculum by using a variety of resources, i.e. fieldtrips, assemblies, parent and community visitors to provide multiple perspectives
- Planning that accommodates a range of ability levels
- Planning that accommodates the needs of second language students
- Addressing assessment throughout the planning process both within the teaching team and with the students, ensuring teacher, peer and self assessment
- Ensuring open communications with all teachers to promote an interdisciplinary programme with the integration of all subject areas in the MYP, and/or making connections through TOK in the DP ass appropriate.
- Maintaining open communication and supporting a collaborative environment within the teaching team to ensure continuity and integration between classes and grade levels
- Ensuring safe and orderly transitions for students as they move throughout the school
- Meeting deadlines to ensure the programme runs smoothly and the programme can develop accordingly
- Ensuring confidentiality relating to students and staff personal and sensitive issues

INSTRUCTION THAT PROMOTES UNDERSTANDING *(How Best Will We Learn?)*

The teacher is responsible for demonstrating instructional strategies that meet the needs of each student by:

- Using a variety of teaching strategies to ensure a quality, academically appropriate programme that meets individual learning styles of the learner
- Building on what students already know
- Creating a learning environment that engages all students and is conducive to the development of the IB Learner Profile

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- Empowering students to take action and feel responsible for their own learning
- Pursuing open ended inquiry and real life investigations
- Maintaining a constant awareness of the needs of second language learners
- Setting and maintaining standards for learning and achievement
- Following the "Learning Support Policy" and using Learning Support Cover
- Sheets to ensure that necessary support and assistance is provided for all students to reach their full potential
- Maintaining open communications with parents; providing opportunities for parent meetings and informative discussions relating to the programme and the KIS mission statement, i.e. open house, back to school events, concerts and celebrations as well as individual conferencing, on an as needed basis
- Teaching up to 44 periods in a 70 period cycle to ensure planning and organization time to develop the curriculum and programme as we strive towards the KIS mission and goals

ASSESSMENT FOR LEARNING AND UNDERSTANDING *(How Will We Know What We Have Learned?)*

The teacher is responsible for the ongoing and authentic assessment of students, involving them in the process, using the information gathered to further develop the learning process, and provide documentation for the reporting procedure:

- Viewing planning, teaching and assessing as an interconnected process
- Developing a repertoire of assessment strategies to accurately and effectively monitor and evaluate students' progress and learning using the appropriate IB assessment process and criteria
- Providing adequate and ongoing record keeping for the MYP students ensuring accountability for reporting the progress of student learning
- Facilitating the development of student portfolios to be used as a tool for assessment and during student led conferences
- Involving students, parents and colleagues in the assessment process 🎬 Compiling termly report cards for each student and conferencing with parents 🎬 Reviewing and updating the Student Cumulative Portfolios, ensuring information and assessments are up to date, these documents are to be used as a transfer document and assist in student transitions between grades

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- Ensuring classroom displays reflect the learning process of the IB programmes Assessing classroom resources and ordering materials relevant to your subject(s), grade levels and that support the programme and curriculum
- Enabling students to self assess as a means of describing their learning Involving students in shared reflections
- Evaluating the programme collaboratively using agreed flexible systems Actively use Daybook to document concerns and good news with students regarding academics and issues of pastoral concern.

HOW WILL WE CONTINUE TO LEARN ABOUT LEARNING? ***(How can we ensure that we continue to learn?)***

The teacher is responsible for the development of his or her own learning by:

- Sharing professional expertise, resources and experiences and being available to participate in the implementation, development and delivery of in-house professional development workshops
- Actively participating in Professional Development workshops and activities, both in-house and off campus, to keep current with IB practice, educational developments, up-to-date research and to strengthen the programme
- Engaging in active and constructive collaboration with colleagues in the curriculum design process
- Being pro-active in identifying the next step in your own learning and seeking opportunities to learn
- Developing partnerships with families to gain insight into the learning and social needs of the students
- Promoting and delivering parent and community education to ensure common goals and understanding about student learning
- Contributing to collaborative planning sessions, sharing knowledge, skills and ideas openly and constructively
- Identifying personal goals and developing a personal portfolio to illustrate your own learning
- Participating in the KIS appraisal and professional development process

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