



British School of Tirana - Job Description

Post: Reports to:	Primary Teacher Head of Primary
Main Purpose:	
	Primary school teachers are supervised by the Head of the Primary School and dotted line managed by the Administrator for the Academic Programme. They are ultimately responsible to the Principal and the Executive Board. As well as the requirements outlined in his/her individual appointment terms and conditions of service, each primary school teacher has the following specific responsibilities. In addition, he/she is expected to undertake any other reasonable task assigned by their respective line managers.
Main Activities:	<i>Organisational</i>
	<p>Each primary school teacher is accountable for:</p> <ul style="list-style-type: none"> ● Maintaining a personal and professional commitment to the school's core values, as expressed in its statement of philosophy. ● Maintaining professional ethical standards in all areas, particularly confidentiality. ● Assisting in parent programmes of all kinds. ● Assisting the Head of the Primary School in effectively communicating to parents information relating to curricular matters in the primary school. ● Ensuring consistent implementation of school policies and procedures relating to the curriculum and behavior as well as overall school code of conduct and internal regulation. ● Meeting at various times in order to develop and improve the school's curriculum. ● Supporting the school's implementation of appropriate practice in the primary years of education. ● Compiling accurate reports for all students at specified times in the academic year. ● Registering the attendance of students and supervising all learners, before, during or after school lessons as appropriate and as requested. ● Participate in and carry out any administrative and organisational tasks that are deemed appropriate (filling out documentation, filing and keeping put to date planning, assessment, reporting documentation and reports as instructed by school leadership, ensuring students have

	<p>access to textbooks, materials and resources as provided by the school, etc)</p> <ul style="list-style-type: none"> • Work collaboratively with others to develop effective professional relationships. • Communicate effectively and professionally with parents with regard to pupils' achievements and well-being using school systems/processes as appropriate. • Make a positive contribution to the wider life and ethos of the school. • Espouse the traits and attitudes of the British values.
	<i>Planning</i>
	<p>Each primary school teacher is accountable for:</p> <ul style="list-style-type: none"> • Annual, termly, weekly and daily planning collaboratively and using the agreed schemes of work for student learning and achievement. • Planning, which is based on agreed student learning outcomes, in the context of the school-wide programme. • Involving students in planning for their own learning and assessment. • Planning work which builds on students' prior knowledge and experience. • Planning engaging units of inquiry, to be explored in depth using assessment to drive. • Planning of individual bases for less performing or high achieving students. • Planning work which emphasises connections between and among curriculum areas that could be lessons or cross-curricula activities, projects, events and practical activities. • Planning work which accommodates a range of ability levels and using a variety of printed materials and equipment • Crafting a variety of assessments which document student progress
	<i>Teaching</i>
	<p>Each primary school teacher is accountable for:</p> <ul style="list-style-type: none"> • Ensuring that the students are immersed in English within the classroom setting and that students understand this is an expectation as part of each classroom Essential Agreement. • Using a range and balance of teaching strategies. • Differentiating for a variety of learners. • Viewing students as thinkers with their own emerging theories. • Building on what students bring to the learning experience in the way of prior understanding, knowledge and skills. • Using a variety of resources representing multiple perspectives. • Empowering students towards self-efficacy resulting in responsibility and action. • Involving students actively in their own learning. • Pursuing open-ended inquiry and real life investigations. • Maintaining constant awareness of the needs of any children to whom English is a second or even a third or fourth language. • Addressing the individual needs of students with different levels and types of abilities. • Ensuring that children with learning differences are provided with appropriate strategies. • Delivering the curriculum as relevant to the age and subject/s that you teach.

	<ul style="list-style-type: none"> ● Monitoring the attainment, progress and outcomes of his/her students. ● Demonstrating an understanding of and taking responsibility for promoting high standards of core skills. ● Ensuring the documentation of curricula units and planners are saved on Google drive in the correct folders and within the timelines set forth by the administration. ● Displays of the Unit of Inquiry, attitudes, key concepts and the Learner Profile in the classroom. ● Contributing to community assemblies.
	<i>Assessing</i>
	<p>Each primary school teacher is accountable for:</p> <ul style="list-style-type: none"> ● Viewing planning, teaching and assessing as an interconnected processes. ● Using an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students and monitoring students' progress and levels of attainment. ● Making accurate and productive use of assessment to ensure students' progress. ● Giving pupils regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study. ● Using relevant data to monitor progress, set targets and plan subsequent lessons. ● Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate. ● Participating in arrangements for examinations and assessments. ● Maintain a file of evidence for each student which defines their consistent learning. ● Involving students, parents and colleagues in the assessment process. ● Involving students in shared reflection during and at the end of each unit of inquiry. ● Evaluating the programme collaboratively, using approved, flexible systems. ● Enabling students to see assessment as a means of describing their learning. ● Assessing the levels of students' current experience and understanding before embarking on new learning. ● Crafting self-assessment opportunities and tools for students. ● Providing a range of summative tasks to accommodate different learning needs. ● Inform parents regularly on students progress using school approved ● Comply with school assessment policy ● Mark student work (as per school marking policy) and give constructive feedback (in line with school Feedback policy)
	<i>Professional appraisal and development</i>
	<p>Each primary school teacher is accountable for:</p>

	<ul style="list-style-type: none"> ● Active participation in constructive professional appraisal based directly on the points in this job description, thus continually working to improve learning for students. ● Reading good professional literature on a regular basis. ● Utilising any professional development allowances granted in order to grow and develop professionally. ● Actively seeking professional development in any of the above points, which are considered by either the teacher or the administration as being factors in need of strengthening. ● Actively participate in school offered PD and inset days.
<i>Behaviour and Safety</i>	
	<ul style="list-style-type: none"> ● Establishing a safe, purposeful and stimulating environment for students, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. ● Managing classes effectively, using approaches which are appropriate to students' needs in order to inspire, motivate and challenge pupils. ● Maintaining good relationships with students and exercising appropriate authority. ● Being a positive role model, demonstrating and promoting consistently the British values and attitudes. ● Having high expectations of behaviour, promoting self-control and independence of all learners. ● Carrying out playground and other duties as directed. ● Being responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures. ● Ensure the environment where learning is taking place is safe, adequate and comfortable for learning. ● Immediate reporting of behaviour and concern to administration. ● Creating behaviour interventions as needed. ● Communicating behavioural concerns to parents in a timely, meaningful and productive manner.
<i>Teamwork and collaboration</i>	
	<ul style="list-style-type: none"> ● Participating in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies. ● Working as a team member and identifying opportunities for working with colleagues and sharing the development of effective practice with them. ● Contributing to the development of new teachers and support staff through mentorship and peer teaching. ● Ensuring that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfill. ● Taking part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school. ● Covering for absent colleagues.

<i>Contract overview</i>	
	<ul style="list-style-type: none"> • The contract for each primary school teacher stipulates: • The teaching day is from 08:00am to 4:00pm. • Each teacher is expected to be a home room teacher and participate in the delivery of the school pastoral programme. • Each faculty member is expected to run an enrichment activity/club at least once per week. • Teachers will be involved in duties, lunchtime supervision and clubs within the school day. • It is the expectation that faculty are available for special school events (graduation, open houses, school celebrations, parent – teacher evenings) which may take place on evenings and weekends as deemed by the school leadership • It is expected that faculty initiate, lead and are involved in whole school projects, campaigns and events as per an agreed calendar

British School of Tirana **Person Specification**

Position: Primary Teacher

Salary: To be agreed at date of appointment

	Essential	Desirable	Evidenced in
Education and Professional Qualifications			
Teaching Degree and Qualified Teacher Status.	✓		Application Interview
Evidence of continuous professional development.	✓		Application
Experience			
Proven ability as an excellent Classroom Teacher.	✓		Application Interview References
Proven record of effective subject leadership.		✓	Application Interview
Knowledge and Skills			
Professional knowledge of what constitutes high quality and standards in teaching and learning.	✓		Application Interview References
Professional understanding of inclusion and strategies for engaging all learners.	✓		Application Interview

Professional understanding of safeguarding within a school setting.	✓		Application Interview
Ability to write reports, keep accurate records and communicate effectively.	✓		Application Interview References
Effective organisational skills.	✓		Application Interview References
Ability to work well with a range of audiences, including parents/carers and other professionals.	✓		Application Interview References
Ability to use a positive approach to promote learning and excellent behaviour.	✓		Application Interview References
Confident and competent in the use of ICT.	✓		Application Interview
Ability to lead and manage a team.	✓		Application Interview
Understanding of curriculum and assessment of pupil progress.	✓		Application Interview References
Understanding of cross-curricular teaching.	✓		Application Interview
Personal Attributes			
Resilience, the ability to work under pressure and be able to meet deadlines.	✓		Application Interview
Proven ability to prioritise workloads.	✓		Application Interview
Ability to work effectively and supportively within the primary team.	✓		Application Interview References
Excellent communication and organisational skills (including written, and oral skills).	✓		Application Interview References
A commitment to safeguarding and promoting the welfare of children and young people.	✓		Application Interview
Ability to work creatively and collaboratively.	✓		Application Interview References
Demonstrably professional, honest and loyal.	✓		Application Interview References
Ability to make and justify difficult decisions.	✓		Application Interview
Commitment to school positive profile, growth and quality achievement.	✓		Application Interview

Commitment to our pupils and their learning, wellbeing and safety.	✓		Application Interview
Ability to establish rapport and respectful and trusting relationships with children, their families, carers and other adults.	✓		Application Interview References
Able to build and maintain successful and purposeful relationships.	✓		Application Interview
Passionate about teaching, learning and students achievement academically and socially	✓		Application Interview References
Open -minded, self-evaluative and adaptable to changing circumstances and new ideas.	✓		Application Interview References
Willingness to be involved in the wider life of the school.		✓	Application Interview References
Bring personal interests and enthusiasms to the school community.		✓	Application Interview
Special Requirements			
Up to date Safeguarding Children training	✓		
Be willing to undergo an Enhanced Disclosure and Baring Service (DBS) check.	✓		