

## Job Description

TEACHER + HOMEROOM TEACHER:

### **School Ethos and Philosophy**

- Demonstrates understanding of IB philosophy and commitment to the IB programme(s).
- Develops and promotes international-mindedness and all attributes of the IB learner profile.
- Promotes responsible action within and beyond the school community.
- Promotes open communication based on understanding and respect.
- Participates in the IB world community in various ways.
- Supports access for students to the IB programme(s) and philosophy.
- Ensures access to information on global issues and diverse perspectives.

### **Collaboration and Development**

- Attends the meetings where participation of teachers is required.
- Collaborates closely/actively in the school team and shares knowledge, information, and experiences with colleagues, other staff and school community.
- Contributes to organisation and participation of the school/class events and duties like recess times, assemblies, celebrations, joint projects, field trips, etc.
- Attends professional development and IB workshops, uses IB documents and resources in teaching practices.
- Participates in a teacher's annual appraisal in accordance with the job description (including lesson visits if needed).

### **Planning**

- Develops the school curriculum in subject areas and aligns the syllabuses with national curriculum and respective IB scope and sequence documents.
- Sets clear objectives and identifies the knowledge, concepts, skills, and attitudes to be developed over time in the scope and sequence documents.
- Makes the syllabi available to the school community for internal use.
- Compiles the unit planners or gives input for the unit planners, uploads the unit planners in Toddle.
- Attends actively and regularly in collaborative meetings.
- Addresses the requirements of the programme(s), IB learner profile attributes, vertical and horizontal articulation, and students' previous learning experiences.
- Incorporates differentiation for students' learning needs and styles.
- Engages language development of students.
- Incorporates relevant experiences for students.
- Promotes students' awareness of individual, local, national, and world issues.
- Provides opportunities for reflection on human commonality, diversity, and multiple perspectives.
- Integrates the policies developed by the school to support the IB programme(s).
- Compiles/adjusts the learning materials and prepares for the purchases of tools.

## **Implementation (teaching and learning)**

- Works towards the achievement of determined student learning outcomes.
- Conducts the lessons according to the allocation of lessons, timetable, school schedule, and all respective requirements.
- Fills in Toddle regularly on time according to the procedures and implementation.
- Implements school's policies in teaching and learning.
- Inquiry in action is evident in classrooms at all grade levels.
- Engages students as inquirers, critical thinkers, and problem solvers.
- Builds on conceptual development and what students know and can do.
- Promotes the understanding and practice of academic honesty.
- Motivates students to become actively responsible for their own learning.
- Addresses human commonality, diversity, and multiple perspectives.
- Addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
- Takes responsibility for language development of students.
- Uses a range and variety of strategies and manages the classroom effectively.
- Differentiates instruction to meet students' learning needs and styles.
- Incorporates a range of resources, including Information Technologies.
- Develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.
- Engages students in reflecting on how, what, and why they are learning.
- Fosters a stimulating and safe learning environment based on understanding, respect, teamwork, and inclusive engagement.
- Encourages students to demonstrate their learning in a variety of ways.
- Develops the IB Learner Profile attributes.
- Enables library/multimedia/technology/resources to have a central role in the implementation of the IB programme(s) around the Units of Inquiry.
- Utilises the resources and expertise of the community to enhance learning within the IB programme(s).
- Actively uses the opportunities to learn outside the classroom (field trips, etc.).

## **Assessment**

- Aligns implementation of assessment with the school's policy and the assessment philosophy of the IB programme(s).
- Communicates assessment criteria clearly to all relevant parties in advance.
- Uses a range of strategies and tools to assess student learning and regularly collects evidence of pupil's development.
- Provides students with feedback to inform and improve their learning.
- Encourages, guides, and assists pupils in compilation of a personal portfolio.
- Uses the systems of the school for recording student progress aligned with the assessment philosophy of the programme(s).
- Analyses assessment data to inform, adjust, and improve teaching and learning.
- Provides opportunities for students to participate in, and reflect on, the assessment of their work.
- Fills in study reports at the end of semester according to the requirements of school's procedures.

### **Homeroom Teacher**

- Communicates with families to address any concerns related to a child (absences, discipline, behaviour, etc.).
- Keeps families informed about all school or class related issues which are relevant for their child.
- Informs and involves the school management or any respective staff if relevant regarding any child or a whole class.
- Prevents and solves proactively disciplinary issues in a class or a group.
- Delivers study reports to families.
- Conducts the Parent-Teacher-Student conferences and records the progress reviews at the end of every semester.