



Acacia International School

Job Description and Person Specification - Primary Teacher

Post: Primary Teacher

Reporting to: Vice Principal, Principal

Core Purpose:

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. Teachers embody the school's values of friendship, respect, trust, leadership and determination.

Acacia International School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All post holders are subject to a satisfactory criminal record check and reference check.

Key Duties and Responsibilities:

1. Set high expectations which inspire, motivate and challenge all pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by all pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of all curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings.



- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, whatever the teacher's specialism.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Demonstrate an awareness of the physical, social and emotional and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, following the school's assessment policy.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment



- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's positive behaviour policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly, in accordance with the school's positive behaviour policy.
- Manage classes effectively, using approaches that are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Make a contribution to the school's extra-curricular opportunities through sports and clubs.
- Lead Assemblies.
- Monitor subject teaching with a monitoring pair, where applicable.

9. Personal and Professional Conduct

Teachers are expected to demonstrate consistently high standards of personal and professional conduct within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the responsibility to safeguard and promote pupils' well-being, in accordance with statutory provisions and school policy
- showing tolerance of and respect for the rights of others
- having proper and professional regard for the ethos, policies and practices of the school, maintaining high standards in their own attendance and punctuality.

10. Subject leadership (where applicable)

- Provide an exemplar role model for teaching within the subject.



- Monitor standards and achievement in the subject.
- Carry out a subject audit, including developing and monitoring an action plan.
- Lead continued professional development of staff.
- Maintain subject documentation.
- Ensure continuity and progression and development of pupil outcomes.
- Co-ordinate availability and accessibility of resources.

11. Other Duties

- These duties will include such functions as the Senior Leadership Team will reasonably request.

Person Specification:

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher • Bachelor’s Degree 	<ul style="list-style-type: none"> • Evidence of commitment to continuous professional development.
Experience	<ul style="list-style-type: none"> • Experience of teaching at primary level • Experience of teaching in an international context 	<ul style="list-style-type: none"> • Experience of teaching the Cambridge Primary programme • For lower primary role: Experience at lower primary / KS1 / Grades 1 to 3 • For upper primary role: Experience at upper primary / KS2 / Grades 4 to 7
Knowledge and Understanding	<ul style="list-style-type: none"> • Secure knowledge of all curriculum areas • Secure knowledge of strategies that enable the teacher to teach mixed ability classes to ensure that all children make good progress • Capacity to safeguard and protect the welfare of children and young 	<ul style="list-style-type: none"> • Knowledge of Cambridge Primary • Knowledge of the Zambian National Curriculum • For lower primary role: Secure knowledge of effective teaching strategies at lower primary / KS1 / Grades 1 to 3 • For upper primary role: Secure knowledge of effective teaching strategies at upper primary / KS2 / Grades 4 to 7



<p>Skills</p>	<ul style="list-style-type: none"> • To be able to establish a safe and stimulating environment through effective positive behaviour management that promotes children’s social and emotional development • To be able to plan, promote and track good progress and outcomes by all pupils by effectively using a variety of teaching and organisational styles and resources • Good interpersonal, communication and team working skills • Displays warmth, care and sensitivity in dealing with children • Committed to continuing professional development • Willingness to be involved in the wider life of the school • Computer literate 	<ul style="list-style-type: none"> • The specialist subject knowledge, including but not limited to: <ul style="list-style-type: none"> ○ Art ○ Drama ○ Music ○ SEN ○ EAL ○ Outdoor Education •
<p>Attributes</p>	<ul style="list-style-type: none"> • Confident in teaching their subject and engaging each student in learning • Responsible for themselves, responsive to and respectful of others. • Reflective as learners themselves, developing their practice • Innovative, creative and equipped for new and future challenges • Engaged intellectually, professionally and socially, and ready to make a difference • Committed to safeguarding and promoting the welfare of children and young people 	