Position description – DP/MYP Mathematics Teacher

Secondary school teachers are supervised by the head of the secondary school. They are ultimately responsible to the principal.

As well as the requirements outlined in his/her individual appointment terms and conditions of service, each secondary school teacher has the following specific responsibilities. In addition, he/she is expected to undertake any other reasonable task assigned by the head of the secondary school or the principal.

Contract overview

- The contract for each secondary school teacher stipulates:
  - the teaching day is from 8:00 a.m. to 4:00 p.m.
  - teachers are entitled to up to six working days of medical leave during the course of any school year
  - 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 after school club/activity at least once per week.
  - teachers will be involved in duties, lunchtime detention supervision and community 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 principal
  - each secondary school teacher will be allocated at least one student to mentor through their Extended Essay and at least one student to mentor through their Personal Project

Organizational

- Each secondary school teacher is accountable for:
  - 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 parents' programmes of all kinds
  - assisting the head of the secondary school in determining budgetary priorities
  - assisting the head of the secondary school, the MYP coordinator and the DP coordinator in effectively communicating to parents information relating to curricular matters in the secondary school
  - ensuring consistent implementation of school policies and procedures relating to the curriculum
  - meeting at various times outside regular school hours in order to develop and improve the school's curriculum
  - supporting the school's implementation of appropriate practice in the secondary years of education
  - compiling accurate reports for all students at specified times in the academic year
  - Registering the attendance of students and supervising learners, before, during or after school lessons as appropriate and as requested
  - Participate in and carry out any administrative and organizational tasks that are deemed appropriate
• Work collaboratively with others to develop effective professional relationships
• Communicate effectively with parents with regard to pupils’ achievements and well-being using school systems/processes as appropriate
• Communicate and co-operate with relevant external bodies
• Make a positive contribution to the wider life and ethos of the school
• Espouse the traits and attitudes of the IB learner profile

Planning

Each secondary school teacher is accountable for:
• planning collaboratively for student learning
• 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 significant units of inquiry, to be explored in depth
• addressing assessment issues through the planning process
• planning work which emphasizes connections between and among curriculum areas
• planning work which accommodates a range of ability levels

Teaching

Each secondary school teacher is accountable for:
• using a range and balance of teaching strategies
• grouping strategies using a variety of different learning situations
• 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 to feel responsible and to take 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
• devoting extra time to students who may be struggling academically or who may need further challenging
• ensuring that children with learning differences are provided with appropriate programmes
• teaching Mathematics in both the Diploma Programme and Middle Years Programme
• teaching all abilities and should, at least, have experience in teaching up to Mathematics SL in the Diploma Programme.
• should be cognizant of the changes in the MYP and DP syllabi and assessments.
• delivering the curriculum as relevant to the age and subject/s that you teach
• being knowledgeable and comfortable with the recent changes in the MYP with regards to the “Next Chapter”
• the attainment, progress and outcomes of students taught
• Being aware of students’ capabilities, their prior knowledge and planning teaching and differentiation as appropriate
• demonstrating an understanding of and taking responsibility for promoting high standards of literacy
• ensuring the documentation of curricula units and lesson plans on the platform and within the timelines set forth by the administration
Assessing

Each secondary school teacher is accountable for:

- viewing planning, teaching and assessing as 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 secure students’ progress
- Giving pupils regular feedback, both orally and through accurate marking, and encourage 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
- maintaining students' individual records of achievement
- 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

Professional appraisal and development

Each secondary school teacher is accountable for:

- 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
- utilizing 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

Behaviour and Safety

- 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 and demonstrating consistently the IB learner profile traits 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

Team work and collaboration

- 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 selection and professional development of other teachers and support staff including the induction and assessment of new teachers
• Ensuring that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfill.
• Participating fully in any and all IB Evaluation processes.
• 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

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(Secondary school teacher)  (Principal)

Date:

Position description last reviewed October 2015