

PE Teacher

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Company: Reach British School

Location: Abu Dhabi

Category: healthcare-practitioners-and-technical

Description

ISP Teacher Role Profile

ISP is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All shortlisted candidates and post holders are subject to appropriate International Criminal and Child Protection Background Checks or equivalent, covering the previous 10 years of employment history. ISP recruit teachers in several ways including direct application to the school and through international teacher recruitment agencies and organizations.

The International Schools Partnership (ISP) is a growing group of international schools which believes in amazing learning and is committed to getting better all the time.

GROWING LEARNING, GROWING SCHOOLS embodies our journey and is what binds us together. We are developing schools for 2-18 year olds with learning at the heart of each school and helping our children and students learn to levels that amaze them. At the same time, we are listening to our parents and students to broaden the appeal of our schools, with the aim of each one becoming the school of choice in its local area over time. We believe that successful schools are the ones that put learning at the heart of everything they do, always aiming to create rounded individuals that are able to forge successful careers

and lives in a rapidly changing world.

We are a truly international group working in different cultures and speaking different languages. We work across countries and cultures, too, by working with each other and with other schools and communities. Our schools are located in the UK, the USA, Canada, Spain, Chile, Costa Rica, the United Arab Emirates, Qatar, Malaysia and Mexico. We are constantly enhancing our existing group of schools with new ones including those we develop ourselves, and new schools that want to join our partnership.

We put learners and learning first. Learning is affected by both internal factors (such as emotions, motivation and general health and wellbeing) and external factors (such as environment, curriculum and relationships). The external factor that has the most significant impact on our students' learning is the teacher.

At ISP, everyone is a learner. So as one of our teachers, you are also a learner. Together, we will embark on an ongoing process of exploring, expanding and evolving your practice in ways that directly impact and improve student learning.

Learner (ISP definition)

Everyone at ISP is a learner. The ISP learner recognizes that their mindset, experiences, and actions drive their learning outcomes. With this awareness, they exercise voice, choice, and ownership over their process of learning - leading their learning and the learning of others.

ISP Principles

Begin with our children and students. Our children and students are at the heart of what we do. Simply, their success is our success. Well-being and safety are both essential for learners and learning. Therefore, we are consistent in identifying potential safeguarding issues and acting and following up on all concerns appropriately.

Treat everyone with care and respect. We look after one another, embrace similarities and

differences and promote the well-being of self and others.

Operate effectively. We focus relentlessly on the things that are most important and will make the most difference. We apply school policies and procedures and embody the shared ideas of our community.

Learn continuously. Getting better is what drives us. We positively engage with personal and professional development and school improvement.

ISP Teacher Role Profile

Atmosphere. You enable students to learn in a safe, open, caring, collaborative and inclusive atmosphere. Your students feel confident to have open and honest conversations about their learning and how they can get better. You create a positive atmosphere by building relationships, behaviors, and inclusive learning experiences that support a good struggle for all your learners. You engage in professional and respectful dialogue with colleagues and the wider school and ISP communities about learning and teaching, with a shared commitment to getting better.

Shared Ideas. You know and model your school's values and contribute to its mission and vision through your daily actions. Through all aspects of learning and teaching, you create a strong sense of shared behaviors and purpose for learners and their learning.

A Focus on Learners and Learning. You put learners and their learning first. Your understanding of the difference between learning and the factors that affect learning enables you to plan and support a good struggle for all your students to get better. You are committed to your personal and professional learning and development, engaging in a series of learning visits and inquiries with colleagues and leaders to support your ongoing self-evaluation. You are an active and valued member of dynamic learning communities,

Learning and Teaching. You put learners and their learning first in your design and facilitation of learning outcomes, content and experiences, which are underpinned by

positive and supportive relationships. You understand the types and phases of learning and apply your knowledge, skills and understanding of these to effectively facilitate learning, teaching, and assessing to meet the personalized needs of each student. You empower students to lead their own learning, supporting them to monitor, assess and adjust their learning in response to feedback. You continuously inquire into the process of learning, making evidence-informed decisions and taking action to further improve learning and teaching.

Evidence of Learning. You gather, document and analyses evidence of learning from various sources and use this to identify targets and action steps for improving learning. You support students in knowing the different ways their learning can be evidenced and how to use feedback and learning advice to get better. Evidence enables you to make secure judgments about your students' learning in line with their personal learning goals, age and stage appropriate expectations, and local, national and international benchmarking. You document and share evidence of learning to answer the questions: 'What are my students learning' and 'How do I know'.

Leadership for Learning. You see yourself as a leader for learning and demonstrate the same vision, values and commitment as school leaders to support students to continuously learn and get better. You take responsibility for where students are now with their learning and the targets and action steps needed to improve. You support students to become leaders of their own learning by helping them develop their voice, choice and ownership of their learning process.

Learning Spaces. You create and use spaces to support and demonstrate the school's shared ideas about learners and learning and the ways in which students are getting better. You ensure learning spaces (physical and digital) are safe, collaborative, accessible and inclusive, and enable students to play an active role in their development.

In Partnership with Parents and Carers. You work in partnership with parents and carers, communicating with them regularly about their child's learning, inviting their feedback and using this feedback to improve learning. You help parents and carers understand the school's shared ideas about learners and learning in ways that help them to engage confidently when talking about what their child is getting better at, what their next steps are, and how they will be supported at home. You ensure that the individual needs of

parents and carers are understood and that they feel informed and involved as valued members of the school's learning community.

Improvement Planning. You are committed to learning and getting better and ensure this improvement happens strategically and effectively. You are active and accountable for your contribution in setting your own professional goals, targets and action steps that focus on improving learning and gathering evidence to demonstrate these. You contribute to department and school learning improvement planning where possible and view the school's learning improvement plan as the central focus for getting better together.

Job Role

The purpose of this role is to share the responsibility for planning, teaching and assessments of the subjects assigned that guides and encourages students to develop and fulfill their academic potential. They must take responsibility for promoting high standards of literacy and articulacy as well as set high expectations and standards which inspire, motivate and challenge pupils.

Department: EYFS, Primary, Secondary

Reports To (title): Head of FS/Head of Primary/Head of Secondary

Communication & Working Relationships

Internal Staff / Students

External Parents

Main Responsibilities

The Subject teacher will plan the teaching to achieve progression of learning through identifying clear teaching objectives and specifying how they will be taught through:

Setting tasks which challenge pupils and ensure high levels of interest

Setting clear targets, building on prior progress and attainment.

Identifying SEN/EAL pupils.

Providing clear structures for lessons, maintaining pace, motivation and challenge

Making effective use of assessment and ensure coverage of programmes of study

Maintaining high standards of work and homework

Using a variety of teaching methods to match approach to content, structure information and present information

Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions

Select appropriate learning resources and develop study skills through library, I.C.T. and other sources

Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught

Ensuring the effective and efficient deployment of classroom support

Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.

Involved in developing, implementing and monitoring subject policy and to assist in the production of such documentation when required

Ensures that the children's work is marked, displayed and presented to a high standard in the classroom and throughout the school and are changed regularly

Consistently and diligently apply and uphold the rules of the school in order to maintain discipline, dress code and to ensure the happiness, safety and well-being of all pupils and community.

Maintains, with the rest of the staff, high standards of conduct both in and out of the classroom, acting in a way that is honest, justifiable and in the best interests of the pupils.

Maintains smart and professional standards of appearance with particular attention to, and awareness of, cultural sensitivities.

Supports the School Improvement Plan in relation to the curriculum and the continuing improvement of student achievement.

Monitoring, Assessing, Recording and Reporting

Monitors and evaluates the effectiveness of personal teaching to maintain high standards and ensure student progression.

Evaluates own teaching critically to improve effectiveness

Participates in classroom observation of colleagues (peer observations) when required and participates in observations by peers.

Submits books, records or planning as required for monitoring by colleagues or SMT.

Marks and monitors pupils' work and regularly set targets for progress;

Assesses and records pupils' progress systematically and keep records to

Checks work is understood and completed, monitors strengths and weaknesses,

Plans and recognises the level at which the pupil is achieving;

Undertakes assessment of students as requested through departmental and school procedures;

Prepares and presents informative reports to parents.

Regularly assesses the pupils' work by means of formal and informal termly, half termly assessment and end of units as directed by SLT.

Communicates with the school SENCO and Head of Department regarding any pupil whose progress or behaviour gives cause for concern.

Keeps records and to ensure that they are available for sharing with colleagues and / or inspection by members of the SLT, ISP and ADEK Inspection team.

Assists with the resourcing of the subjects taught, as directed by the Head of Key Stage/department.

Curriculum Development

Within a team, develops plans that identify clear targets and success criteria for the development and maintenance of the school's curriculum.

Contributes to the whole school's planning activities.

Directed Time

Ensures attendance in school between stipulated hours and to attend all meetings/functions deemed to be directed time, including two extracurricular activities and one planning session every week.

Punctuality

Set high standards with regard to punctuality and to encourage the same from the pupils and colleagues.

Enters student attendance in the system and notifies the PRE if there are any absences or late comers.

Safety

Emphasizes the importance of safety in all areas of the curriculum, communicating to the pupils the importance of a responsible attitude towards personal safety, the safety of others and respect for Reach British School's property and equipment.

Perform all playground duties on time and with due diligence to safeguard Reach students.

Communication With Parents

Communicates with parents on a regular, informal basis and to deal with day to day queries.

Attends Parents' Evenings as required and to provide accurate, honest information regarding the progress of individuals at these meetings.

Reports to the parents in the form of written reports twice yearly or when required by the SLT.

Staff Development, ECA & Cover

Attends and participates fully, in Staff Development, staff meetings and briefings as set.

Provides cover for absent colleagues as and when necessary.

Contributes to the extra-curricular activity programme to enrich the school experience for the pupils as reasonably directed by the SLT and ECA Coordinator.

Minimum Educational Qualifications Required For The Role

Bachelor's in Education

PG Diploma

QTS

Minimum Years Of Experience Required

2 years full time teaching experience

Language Skills

English is mandatory

Special Skills And Abilities

Knowledge

In-depth knowledge and understanding of School curriculum (English National Curriculum – Primary) and associated assessment methods

Up to date curriculum developments

Application of effective teaching and learning theory and practice of providing effectively for the individual needs of all children (e.g., classroom organization and learning strategies)

Proven leadership and management skills

Experienced curriculum and team leader

Strong planning and time management ability

Interpersonal skills including tact, courtesy, and patience

Skills

The ability to develop good personal relationships within a team

An effective and experienced communicator (written and verbal) to a variety of audiences

High level of IT competency

Personal Attributes

Passionate about delivering quality education

Able to command the respect of pupils, colleagues, and parents

Organized with proven ability to meet deadlines

Driven by wanting to improve quality and develop the school

Reliable with an attention to detail and a commitment to quality

Critical thinker

Able to command respect of pupils, colleagues and parents

Driven by wanting to improve quality and develop the school

Reliable with an attention to detail and a commitment to quality

Safeguarding and welfare of children

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers

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