



Whole School Specialist Teacher Job Description

(Physical Education & Sport, Art, Music)

Physical Education & Sport

Specialist teachers at AIS have a range of specific duties and responsibilities - academic, administrative and professional. Many of these are located in other policy documents (e.g. Health and Safety Policy). AIS achieved re-accreditation in the IEYC, IPC IMYC in November 2020 and CIS membership in May 2021.

The IEYC, IPC and IMYC form the pedagogical and philosophical foundation of teaching and learning across the school and all teachers are expected to embrace and enhance our provision of this curriculum alongside our mission and vision.

The Higher Years follow the Cambridge IGCSE and A Level programmes. A teacher's focus is learning. AIS's Definition of Learning has been created out of a process which engaged children, parents and teachers in an exploration of what learning means. This includes subject, personal and international learning.

The Specialist Physical Education and Sport teacher is required to follow the U.K. National Curriculum programs of study for Physical Education. P.E. and sport are delivered to the Early Years and Primary School students using the 'Power of P.E.' Scheme.

<http://powerofpe.co.uk/product-tag/p-e-scheme-of-work/>

In Middle Years and Higher Years, P.E. is delivered through a balanced exposure to team and individual sports, outdoor and adventurous activities, the William Pike Award and the Duke of Edinburgh's Award Scheme.

The Specialist P.E. teacher is expected to play a leading role in the development of sports activities and competitions in the community and with other local schools, including, but not exclusively, through the SKAC (South Korea Activities Conference).

Safeguarding and Pupil Wellbeing

- Be proactive in maintaining high standards of student safeguarding and wellbeing.
- Demonstrate an active awareness of health and safety procedures, reporting any concerns.
- Provide opportunities for pupils to discuss personal and social issues e.g. organisation of class meetings / circle time.
- The well-being of each child is monitored and any significant information recorded
- To abide by the staff code of conduct

Commitment to Students and their Learning (General)

- A positive behaviour approach is used at all times; mutual respect is continually fostered.
- Planning is completed according to school guidelines.
- Teaching shows good understanding and use of the IEYC and or IPC and IMYC/IGCSE and A Level curriculum and lessons are engaging, challenging and in line with the school mission and vision.
- Be familiar and work within all ISK policies such as behavior, home learning and the teaching & learning policies as well as the staff handbook which outlines high expectations of professionalism
- There is appropriate preparation and use of resources.
- Lessons are suitably differentiated for levels of English, ability and learning styles.
- Learners are made aware of learning goals and expected outcomes and have opportunity to reflect on and evaluate their learning.
- International Mindedness is integral to all units of work
- The classroom is organised, stimulating and attractive.
- Displays follow the guidance in the learning environment policy
- Organise, risk assess and attend trips, including residential visits in accordance with the educational visits policy
- Learners' progress is continuously assessed using a variety of methods.
- Records of progress are maintained which can communicate success and development to pupils, parents and colleagues.
- School requirements for record keeping and assessment are completed punctually.
- Learners' success and next steps are communicated to them effectively.

Commitment to reflection and improvement of Personal Practice

- Committed participation in the school's appraisal system.
- Committed participation in the school's peer observation programme.
- Committed to maintaining an awareness of current educational developments.
- Committed participation in in-service activities, external courses and conferences.
- Committed to sharing good practice and supporting colleagues

Active involvement in the school and its ongoing improvement

- Support and promote the school's mission statement.
- Support and fulfill the requirements of all school policies and procedures.
- Maintain co-operative and professional relationships with the school community.
- Take an active role in school improvement initiatives and accreditations
- Share expertise with colleagues.
- Attend and contribute to all required meetings.
- Perform break-time supervision as directed.
- Contribute to the school's co-curricular programme.
- Encourage parental interest and involvement in the school and support PTA events.
- Be alert to school communication and shared whole-school events and responsibilities
- Inform and engage parents regularly via Bloomz on learning coming up, in action and home learning tasks
- Write 2 reports a year; arrange parent-teacher conferences and learner-led conferences and any other conferences required

Teacher Signature:

Date:

<p>Assessment That Improves Learning <i>Assess skills using Beginning, Developing and Mastering</i> <i>Assess knowledge using Working Towards, Meeting and Exceeding</i> Facilitate reflection on learning using various strategies Ensure ATL is regularly embedded in all learning and refer back to learning goals Refer to rubrics describing levels of achievement and set next steps Use an interactive ATL display in IPC to track progress Use a range of assessment strategies, such as different peer and self assessments to improve learning Gather and keep up to date assessment and observation data and use it to inform future teaching and learning, readjusting planning for learning where necessary Share progress with stakeholders</p>	<p>A Shared Vision of the Types of Children we are Helping to Develop Base planning, and our approach to each other, on our shared vision Seize opportunities to relate learning to the school Mission and Vision, International Mindedness and Personal Goals Embed the 4Bs in our age appropriate context Share learning that demonstrates the school's shared vision Use a play based approach in the Early Years as the primary method for enabling learning and the shared vision</p>	<p>An increasing Understanding of Knowledge, Skills and Understanding Plan lessons clearly indicating knowledge, skills and understanding learning derived from the IPC/IMYC learning goals or IEYC learning outcomes All input should clearly indicate whether it is addressing a knowledge, skill or understanding target Teachers should embed the language of knowledge, skills and understanding across all IMYC and IPC learning and community communications and in appropriate contexts in the IEYC</p>
<p>Implementation of the Learning Process of the IPC Consistently implement each and every stage of the Learning process of the IPC: Entry Point, Knowledge Harvest, Big Idea, Research and Recording tasks, Reflections, Exit Point. Be flexible with the implementation of the Knowledge Harvest Hook interest in age appropriate ways Sustain engagement through a low stress - high fun approach and use of neuroscientific strategies Share implications of ongoing brain research for learning and classroom practice with children and other staff Allow for different means of researching and recording learning</p>	<p>A Clear Focus on Improving Learning Use the IPC/IMYC Learning Goals as the basis for all learning in the school Use specific learning targets for each lesson using subject, personal and international learning goals for each unit Explicitly plan outcomes for the cycle in terms of subject, personal and international Have a visible learning target in all lessons and make opportune use of steps to success/ success criteria Refer to the learning target throughout the lesson to create a focus on learning for all learners and to explain how the activities chosen will enable them to reach the lesson learning target Provide focused feedback for learning with achievable next steps Share with learners why the learning is relevant Make displays that are focused on learning (showing the learning journey) rather than outcomes and show links to other learning Take advantage of teachable moments to help learners make connections in their learning and to correct misunderstandings Consistently use age and developmentally appropriate reviews to improve learning Take advantage of opportunities to use technology to support learning</p>	<p>International Mindedness Develop an awareness of self, others and the environment Celebrate one's own culture and the cultures of others Explore and engage with local, wider community and global issues in an age-appropriate way Embrace languages Habitually integrate international learning</p>
<p>Implementation of Themes Through Independent yet Interdependent Subjects Make connections to the IPC theme where appropriate, including in Maths, Language Arts and PSHE, to help integrate learning Create a learning focused environment and displays, identifying links between subjects and the Big Idea. Clearly identify the subject being taught Refer back to prior learning in another subject to provide multiple perspectives and a big picture. Clearly articulate the relationship between subjects and the shared vision</p>	<p>Classroom Practices Learning is celebrated and valued Establish a safe learning environment, where learners can learn from mistakes and build confidence through developing a growth mindset Positively reinforce expectations and model to build on the learning agreements Establish learning agreements, guided by the 4Bs and personal goals, at the beginning of the school year Structure cooperative learning and develop the skills for lifelong learning</p>	<p>Rigorous Children's Learning and Teachers High Expectations of it Have high expectations through differentiated teaching and assessment Enable all children to be challenged appropriately - academically, personally and internationally - providing additional support where needed Make use of clear steps to success, rubrics and feedback to describe levels of achievement Provide a range of learning to engage student interest Seek opportunities to deepen and extend student passion</p>