

Role Profile: Swedish Language Teacher (Zero hours)

Purpose

Teachers must be committed to being exemplary practitioners, leading by example in their adherence to the school's mission statement and values. Southbank aims to be the leading IB World School in London. Our teachers have an important role in supporting and developing themselves and their team to achieve this. We seek a calm and purposeful school environment where all students and staff can thrive in a culture of high expectations and positive affirmation.

Teachers' primary responsibility is towards the students whose best interests they work for and promote. They must do everything they can to ensure every student fulfils their potential. As a member of the Southbank community, they commit themselves to promoting the mission and values of the school as well as the IB. Teachers have a responsibility to strive to achieve the highest professional standards in all they do for the school.

A teacher with no middle management responsibilities usually reports to their Head of Faculty or Department (Westminster), or Head of School (Hampstead and Kensington).

Key Accountabilities

Key Characteristics

- Respects and practises the content of the school mission statement and its core values
- Sees challenges as an opportunity to progress and learn
- Takes ownership of responsibilities and has the courage to seek advice
- Is committed to working collaboratively, sharing generously and supporting others
- Is attentive and committed to high standards and the application of best practice
- Has a positive attitude and the ability to consistently learn and improve
- Embraces honest feedback and sees it as a chance to grow
- Is open-minded, reflective and nurtures respectful and professional relationships with others
- Respects, practises, and teaches students the philosophical and pedagogical values of the International Baccalaureate, as enshrined in its mission statement and learner profile
- Genuinely wants the best for children in terms of provision and outcomes
- Instils in students a love of learning, and the value of learning for its own

Teaching responsibilities:

- Create a positive climate in the classroom with strong student/teacher relationships
- Develop deep subject knowledge in order to plan and challenge
- Use effective questioning to promote critical thinking and check for learning
- Set consistently high expectations for all students' approaches to learning
- Ensure clear expectations for behaviour are maintained
- Plan sequences of lessons that inspire and challenge, in collaboration with relevant colleagues
- Provide feedback that sees students make good progress
- Regularly check for understanding and offer clear and timely guidance and support
- Ensure students capitalise on opportunities to use feedback to improve
- Encourage deep knowledge and understanding, and a wide range of skills
- Use high quality resources and pace lessons well
- Ensure home learning deepens skills, knowledge and understanding
- Ensure that parents are given clear and timely information on how well their child is progressing and information which enables them to support their child's learning.
- Ensure that equality and diversity are an integral part of teaching
- Ensure that students with EAL and/or learning support needs are provided with the best education

Other responsibilities:

- Attend school meetings, as required, and contribute constructively to them
- Meet all deadlines set by school leaders and required as part of administration
- Actively contributes to the wider life of the school, such as running extracurricular activities and attending events
- Duties and lesson cover as required
- Commit to the wider implementation of the IB programmes e.g. PYP Exhibition (Grade 5), community project (Grade 8), personal project (Grade 10) and extended essay (Grades 11-12)
- Attend residential trips as required, across all schools, including the annual Discovery Week trips (Westminster)
- Participate in the advisory programme (Westminster)

Health and Safety:

All staff are expected to ensure that:

- The highest level and best practice of health and safety and security in buildings, on school trips and at school events is maintained
- All health and safety, pastoral and online safety policies and procedures are actively promoted, supported and adhered to

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Person Specification

| | Essential | Desirable |
|-----------------------|--|-----------|
| Skills | <p>Respects and practices the school’s mission statement and core values, and upholds the philosophical and pedagogical values of the International Baccalaureate (IB).</p> <p>Sees challenges as opportunities for growth, embraces feedback for improvement, and consistently seeks to learn and improve with a positive attitude.</p> <p>Takes ownership of responsibilities, seeks advice when needed, and is committed to working collaboratively, sharing generously, and supporting others.</p> <p>Maintains high standards in all aspects of teaching and practice, applying best practices to ensure the best outcomes for students.</p> <p>Genuinely wants the best for students, instilling a love of learning and valuing learning for its own sake, while nurturing respectful and professional relationships with students and colleagues.</p> <p>Has high professional standards in general and in particular concerning planning, lesson preparation, teaching and assessment to ensure that all students make demonstrably good progress</p> <p>Understands and adheres to the IB Standards and Practices</p> <p>Adheres to all Independent Schools Standards</p> | |
| Qualifications | Well-qualified, experienced teacher who has worked in either the independent or state sector and/or internationally. | |

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| Experience | Experience of teaching | Experience of IB MYP and IB DP programmes |
| Other | Legal right to work and reside in the UK Love of teaching; energetic, focused and reliable in the classroom | |

Key Stakeholders

Internal – Head of Faculty or Department/Students/Colleagues/Senior Leadership Team

External – Parents/Cognita Schools/IB Organisation

The Key Accountabilities listed above are not exhaustive and may be varied from time to time as dictated by the changing needs of Cognita. In this case, any significant changes or variations will be consulted with the post holder before undertaking these responsibilities.

To be signed and dated by employee:

Signed:

Name (print):

Date: