



THE CODRINGTON SCHOOL

THE INTERNATIONAL SCHOOL OF BARBADOS

Position description – DP and MYP Individuals and Societies 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
 - Experience using ManageBac would be an advantage.

Teaching

- The 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 one of the following Individuals and Societies courses (ITGS, Economics, Geography or Psychology) in the Diploma Programme at Higher and Standard Level
 - teaching a second Individuals and Societies course in the Diploma Programme at Higher and Standard Level
 - teaching Individuals and Societies courses the Middle Years Programme
 - should be cognizant of the recent changes in the MYP and DP syllabi and assessments of the relevant courses
 - delivering the curriculum as relevant to the age and subject/s that you teach
 - 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
 - be cognizant, and preferably have experience of, of both the MYP and DP assessment criteria within the subjects
 - 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
 - Using the ManageBac platform for assessing, recording and feeding back to students/parents with regards to student's formative and summative assessments.

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

Teamwork 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
- 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

Position description last reviewed October2022