[IBDP COORDINATOR & SECONDARY MATHEMATICS TEACHER]
JOB DESCRIPTION

LOCATION	**Nord Anglia School Nantong**
JOB TITLE	**IBDP Coordinator & Secondary Mathematics Teacher**
JOB PURPOSE	**To perform the role of IB-DP Coordinator with subject teaching duties and relevant academic assignment in the following Secondary Subjects: Mathematics.**
REPORTING TO	**Co-principals of School**
DIRECT REPORTS	**Teaching Assistant if appropriate**
OTHER KEY RELATIONSHIPS	**Parents, Students**
PACKAGE	**Competitive**

Core Requirements of the Post

To be an effective professional who demonstrates thorough curriculum knowledge, teaches and assesses effectively, takes responsibility for professional development and has pupils who achieve well through the Be Ambitious agenda that is a core Nord Anglia Education expectation.

The person appointed will:

- **Inspire trust and confidence in students and colleagues;**
- **Build team commitment with colleagues and in the classroom engage and motivate pupils;**
- **Demonstrate analytical thinking;**
- **Improve the quality of students' learning;**
- **Contribute to the school improvement / development planning and promote the learning priorities of the school development plan;**
- **Contribute to the development and / or implementation of school policies;**
- **Use the student tracking and reporting process to advance student learning and enhance professional practice in line with the school's aspirations and priorities;**
- **Promote the wider aspirations and values of the school.**

KEY RESULT AREA	**MEASURES OF PERFORMANCE**
As IBDP Coordinator • **Inform the school community, including administration, teachers, legal guardians and candidates about the learner profile and the mission of the IB.** • **Ensure that teachers, legal guardians and candidates**	• **Pupil achievement measures** • **Standardised testing** • **Parental satisfaction**

understand the curriculum and assessment requirements of the Diploma Programme and what subjects will be offered by the school. • **Ensure that Diploma Programme subjects are scheduled so they meet the IB recommended number of teaching hours and provide maximum concurrency of learning for candidates.** • **If the school offers Diploma Programme courses online and appoints a site-based coordinator, ensure that both work collaboratively to support candidates.** • **Ensure that legal guardians and candidates are provided with a copy of General regulations: Diploma Programme when candidates are enrolled in the programme.** • **Provide teachers with up-to-date information about changes to courses of study, assessment requirements and administration.** • **Ensure that teachers are provided access to the online curriculum centre and that they are aware of the resources available on the site.** • **Ensure that teachers have access to relevant sections of the DP Handbook of Procedures, particularly those sections with subject-specific information.** • **Ensure that all teachers have access to the Coordinator's notes when these become available.** • **Publish an internal calendar of all due dates for the receipt/submission of candidates' assessment material and other material/information required by the IB.** • **Ensure that teachers are provided with an opportunity for professional development related to the Diploma Programme and professional development requirements are met at evaluation.** • **Provide information to teachers about any local regional association of IB schools and opportunities to network with other IB teachers.** • **Ensure that the school academic policy is aligned with the IB expectations, that teachers implement it and that both teachers and candidates are aware of the requirements and penalties imposed on candidates for breaches of IB**	• **Performance Management** • **Lesson Observation and work scrutiny** • **Compliance with school and company policies and procedures** • **Improved performance** • **Performance appraisal** • **Personal Development Plan**

regulations. • **Submit advance notice registration requirements, according to deadlines in DP Handbook of Procedures.** • **Submit requests for inclusive assessment arrangements for candidates with assessment access requirements, at least one year in advance of the written examinations.** • **Register candidates for an examination session, according to deadlines in DP Handbook of Procedures.** • **Submit candidates' assessment material for moderation/marking with any accompanying forms, according to deadlines in DP Handbook of Procedures.** • **Provide candidates with personal examination schedules, and contact the IB by the appropriate deadline where any scheduling conflict may exist.** • **Ensure that a secure location is available for the storage of examination papers and other confidential assessment material.** • **Conduct the written examinations in May in compliance with instructions in the conduct of IB Diploma Programme examinations.** • **Ensure candidates and invigilators are provided with relevant information about examination regulations.** • **Ensure that teachers provide feedback on the examination papers.** • **Ensure that each candidate is provided with their personal identification number (PIN) and personal code so they can download their results.** • **Be available (or ensure another faculty member is available) after the issue of results to answer questions, request any enquiries upon results or submit registrations for retake candidates, as applicable.** • **Provide candidates and legal guardians with guidance on university recognition and the university results service.** • **Ensure that requirements for theory of knowledge are properly coordinated, and teachers of other IB subjects understand the nature and importance of this core requirement.** • **Ensure that the extended essay is administered according**	

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to requirements in the current guide and that candidates and teacher-supervisors are fully aware of these requirements. • **If required, prepare the self-study and accompanying documents for programme evaluation and organize the evaluation visit (if applicable).** • **Ensure that the school has a means of support for IB candidates for whom the language of instruction is not their mother tongue.** **Pupil achievement measures** • **Pupil achievement measures** • **Standardised testing** • **Parental satisfaction** • **Performance Management** • **Lesson Observation and work scrutiny**	
Planning, Teaching and Class Management **Plan and deliver the teaching of Secondary curriculum to achieve progression of learning through:** • **understanding and applying effective classroom management;** • **understanding and applying a range of teaching strategies;** • **positively targeting and supporting individual learning needs;** • **maintaining high levels of behaviour, discipline and respect for others;** • **effectively using homework and other extra-curricular learning opportunities;** • **fostering appropriate consistent progress and high expectations** **- for all students** **- across all teaching areas** • **effectively managing other adults in the classroom.**	• **Pupil achievement measures** • **Standardised testing** • **Parental satisfaction** • **Student re-enrolment in the school** • **Performance Management** • **Lesson Observation and work scrutiny**
Monitoring, Assessment, Recording, Reporting	

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• **use performance data to evaluate students' progress and set appropriate targets for improvement;** • **use assessment to inform planning and teaching;** • **report on progress to all stakeholders.**	• **As above under Planning, Teaching and Class Management**
Safe-guarding and Well-being Duties • **be a form tutor to an assigned group of students;** • **promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;** • **register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;** • **contribute to the preparation of Action Plans and progress files and other reports;** • **alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;** • **communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;**	• **Health and Safety of pupils** • **Parental satisfaction – including through parent surveys** • **Operation of IEPs and other support mechanisms** • **Success in achieving Higher Education/career goals for students as appropriate**
<u>Other Professional Requirements</u> • **support and represent the school whilst on site and also in the wider community and always be a good ambassador for NAS Nantong and Nord Anglia Education;** • **have a working knowledge of teachers' professional duties as specified in the school handbook** • **operate at all times within the stated policies and practices of the school;** • **maintain an up to date knowledge of good practice in teaching techniques;** • **know subject(s) or specialism(s) to enable effective teaching;**	• **Compliance with school and company policies and procedures** • **Contribution to wider school ECA activities**

• **take account of wider curriculum developments;** • **communicate learning objectives;** • **fulfil the working hours stated in the Employee contract.** • **undertake professional development to enhance teaching and learning;**	

Personal Development ▪ **Continual development through the identification and implementation of your own Personal Development Plan**	▪ **Improved performance** ▪ **Performance appraisal** ▪ **Personal Development Plan**

OTHER

- **Promote and adhere to the Company Vision and Values:**
  - **Opportunity - For us, opportunities need to be meaningful, about achieving potential and making progress.**
  - **Impact - For us, impact is about making a difference. It needs to be immediate, positive and lasting.**
  - **Leadership - For us, leadership is about considering the team's needs as well as your own, setting inspiring examples, being supportive and showing real accountability and responsibility.**
  - **Respect - For us, respect is about listening, being inclusive, showing tolerance and getting the little things right**
- **All staff are required to manage effective personal development as part of the Company's commitment to invest in staff as the key resource in the organisation**
- **Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation**
- **Any other appropriate duties as allocated by the School's Executive Leadership Team**

NORD ANGLIA EDUCATION

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PERSON SPECIFICATION	
Qualifications/Training	
▪ Qualified teacher with relevant international certificates and credentials	Essential
▪ 3-6YR PQE+ Experience	Essential
Experience / Knowledge	
▪ Minimum of 8 years teaching experience	Essential
▪ Understanding of safeguarding and child protection procedures	Essential
▪ Detailed knowledge of relevant Curriculum and the changes this entails	Essential
▪ Effective behaviour management strategies	Essential
▪ Detailed understanding of assessment and how to interpret and use the data effectively	Essential
▪ Adapts teaching to respond to the strengths and needs of all pupils	Essential
▪ Has high expectations which inspire, motivate and challenge pupils	Essential
▪ Proven track record of ensuring good progress and outcomes for pupils	Essential
Skills	
▪ Ability to use ICT to effectively engage pupils	Essential
▪ Evidence of good, successful teaching	Essential
▪ An understanding of how to use assessment to inform planning for good teaching and learning	Essential
▪ Evidence of good classroom management skills	Essential
▪ Creates a happy, challenging and effective learning environment	Essential
▪ Involvement and commitment to all aspects of school life	Essential

Personal Attributes

- High levels of personal integrity
- Conscientious and able to focus on completing work to a consistently high standard
- Flexible and positive approach to work
- Excellent organisational and time-management skills; high attention to detail
- Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved
- Adaptable to working in a fast paced, ever-changing environment
- Ability to work under pressure and remain calm
- Proactive and willingness to take on multiple tasks
- Self-motivated and enthusiastic
- Ability to work independently
- Must be a team player, willing to help and be flexible
- Continually strive for improvement

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Philosophy and Values	
We are ambitious for our students, our people and our family of schools. We believe that: ▪ **There is no limit to what every person can achieve.** ▪ **Creativity and challenge help us get better every day.** ▪ **Learning should be personalised.** ▪ **Unique global opportunities enhance the learning experience.** **The NAE Commitment** **At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with respect, integrity, openness, courage and ambition. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.** **Promotes and embodies *The CORE 7 Leadership Capabilities*:** ▪ **Accountable – Establishes a high performing culture and accepts accountability for organisational performance.** ▪ **Strategic – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction** ▪ **Collaborative – Works collaboratively with others to achieve organisational outcomes** ▪ **Entrepreneurial – Creates organisational value for diverse stakeholders and achieves commercial success** ▪ **Enabling – Drives excellence through valuing and developing others** ▪ **Agile – Achieves personal and organisational success within a changing, dynamic and complex environment** ▪ **Resilient – Demonstrates personal resilience within a demanding environment of high expectations**	▪ **Role-model the 'Be Ambitious' philosophy each day** ▪ **Feedback as a valued member of the team and the wider organisation**