

<b>LOCATION</b>	The British School Yangon
<b>JOB TITLE</b>	Secondary Science <b>Physics Teacher</b>
<b>JOB PURPOSE</b>	To support the Secondary Headteacher and leadership team in fulfilling the school's mission statement by delivering a high quality education to children
<b>REPORTING TO</b>	Head of Department
<b>DIRECT REPORTS</b>	Head of Secondary
<b>OTHER KEY RELATIONSHIPS</b>	Students, families (current or prospective)
<b>PACKAGE</b>	Competitive
<b>SAFER PRACTICES</b>	<b>The British School Yangon, is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including references from previous employers in accordance with our recruitment policy. Interviews will be conducted in person, and they will explore candidate's' suitability to work with children.</b>
<b>KEY RESULT AREA</b>	<b>MEASURES OF PERFORMANCE</b>
<p><b>General Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Work with colleagues in the department to help create a collaborative team ethos with all members of the department contributing to the development of excellent learning for all our students.</li> <li>• Be proactive in working with other teachers across the school in contributing to shaping the academic direction and development of the school</li> <li>• Promote the 'mission' and philosophy of the school ensuring that children are working towards being true international citizens;</li> <li>• Ensure that planning, preparation, recording, assessment and reporting are of the highest quality and meet the varying learning and social needs of students;</li> <li>• Be flexible and adjust to the needs of the school, actively contributing to the school development plans and growth;</li> <li>• Demonstrate thorough curriculum knowledge, teach and assess effectively;</li> <li>• Use the student tracking and monitoring process to advance student learning and enhance professional practice in line with the school's aspirations and priorities;</li> <li>• Take personal responsibility for professional development and to keep up to date with educational research to enable us to deliver excellent learning.</li> <li>• Communicate effectively the school's narrative, being an ambassador for our school at all times.</li> </ul>	
<p><b>Quality Learning</b></p> <ul style="list-style-type: none"> <li>• Subject Knowledge: outstanding knowledge of subject topics and curriculum;</li> <li>• Effective use of robust AfL strategies, as appropriate;</li> <li>• Planning: work is well matched to a full range of learners, so that nearly all are suitably challenged;</li> <li>• Activities: all learners are challenged to develop higher order thinking skills. When appropriate learners are encouraged to explore, inquire, seek clarity, and think critically and imaginatively;</li> <li>• Time and pace: highly effective and challenging timings allow the lesson to proceed with pace and purpose;</li> <li>• Resources: Highly effective use of resources, including TAs. All resources are well chosen, utilised and deployed.</li> </ul> <p><b>Learner Output</b></p> <ul style="list-style-type: none"> <li>• Progress/ learning: all learners make the best possible progress in their learning throughout the lesson. All learners can demonstrate/ apply/ transfer learning in relevant contexts;</li> <li>• Attitudes: all learners display positive attitudes throughout the entire lesson;</li> <li>• Engagement: all learners are enthusiastic and display high levels of motivation. Learners are responding well to being stretched, taking risks and using their initiative;</li> <li>• Initiative: all learners effectively work independently and/ or collaboratively;</li> <li>• Assessment: all learners can confidently explain their current achievement, in relation to grade &amp; personal learning targets and can describe ways for further improvement.</li> </ul>	

**Feedback, Tracking, Assessment, Recording, Reporting**

- Make effective use of formative feedback and summative assessment to plan challenging learning opportunities for all students;
- Monitor and record students' learning to ensure they remain on track to achieve challenging targets;
- Report on progress to appropriate stakeholders.

**Pastoral Care**

- Be the first point of contact and provide pastoral care to class children;
- To take on the role of form tutor to any year group in secondary;
- Maintain a purposeful and safe learning environment for all children;
- Promote the general progress and well-being of individual children and of the class as a whole;
- Contribute to the preparation of action plans and other support mechanisms;
- Communicate effectively with parents, liaising with other staff as appropriate.

**Extra-Curricular Activities**

- Support the life of the school beyond the classroom;
- Undertake the planning and organisation of day trips within the subject as required;
- Deliver extra-curricular clubs in line with the school's expectations;
- Support all Key stage events such as productions and assemblies.

**Personal Development**

- Continual development through the identification and implementation of your own Personal Development Plan

Development Plan to include:

- Continually striving to improve performance;
- Setting and working towards targets with the Head of Science, linked to the school development plan;
- Participating in learning walks, observations and coaching as appropriate.

**PERSON SPECIFICATIONS****Qualifications/Training**

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| ● Qualified to degree level or above plus PGCE/QTS               | Essential |
| ● Experience of delivering GCSE and/or A Level in Physics        | Essential |
| ● Experience of teaching KS3 English National Curriculum Science | Essential |

**Experience**

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|---|------------------|
| ● Proven track record of teaching experience  | Essential        |
| ● Experience of being part of a highly successful department and school   | Highly Desirable |
| ● Good classroom practice and interpersonal skills  | Essential        |
| ● Demonstrable evidence of innovating and adapting curricula to engage children and enable them to perform highly | Essential        |
| ● Working in partnership with parents   | Essential        |

**Skills**

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| ● Excellent oral and written communication skills  | Essential |
| ● Experience of leading meetings or INSET sessions                                       | Desirable |
| ● Range of teaching experience with different age-ranges and English proficiency levels. | Desirable |
| ● Ability to engage children and enable them to perform highly                           | Essential |
| ● Evidence of commitment to continuous professional development                          | Essential |
| ● Confident global citizen or a willingness to become one                                | Desirable |
| ● Understand the complex and demanding environment of an international school community  | Desirable |

**Personal Attributes**

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| · High levels of personal integrity. | Essential |
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▪ Excellent organisational and time-management skills	Essential
▪ Attention to detail	Essential
▪ Passionate about education and young people	Essential
▪ Ability to work under pressure and remain calm	Essential
▪ Willingness to take on multiple tasks	Essential
▪ Proactive and able to prompt others to ensure deadlines are achieved	Essential
▪ Self-motivated and enthusiastic	Essential
▪ Ability to work independently	Essential
▪ Continually strive for improvement and to continued professional development	Essential
▪ Adaptability	Essential

### Other

- Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.
- Compliance with visa requirements for working in [Location].
- A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required

### 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.

#### **Promote 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

- Role-model the 'Be Ambitious' philosophy each day
- Feedback as a valued member of the team and the wider organisation

▪ <b>Resilient</b> – Demonstrates personal resilience within a demanding environment of high expectations	
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Dear Applicant,

Nord Anglia Education is the world's leading premium international schools organisation. Our 56 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 51,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 10,000 teachers and staff, working in 56 schools located in 27 countries around the world supporting our students' learning. Together, we educate over 51,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students' academic achievement exceeds global averages across every key stage. On average, our students' score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world's top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.

**Paul Holyome**  
**Principal**