

JOB DESCRIPTION

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed

Position Title	Bilingual Elementary Teacher (KG2 – Grade 5)	Reference: 161202
Function/Department	Lower and Upper Elementary	Location: Stamford
Manager Name & Title	Divisional Elementary School Principal	
Position Type	Fixed Term	
Position Status	Full Time	

Position Objective

The role of the Bilingual Elementary Teacher (KG2 – Grade 5) is essentially to build and maintain a successful Bilingual Elementary program within the school by providing an educational atmosphere conducive to learning and developing through the process of inquiry and in conjunction with the International Baccalaureate PYP.

Responsibilities

The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Child Protection Officer/Designated Safeguarding Lead or to the Head of indeed to the Regional CEP so that a referral can be made accordingly to the relevant third part services.

Relationships:

- Developing trusting and effective relationships with the all the children in the class and their parents
- Establishing supportive and positive working relationships with all other members of staff
- Becoming a presence across the whole school and a representative of it within its wider community

Educational role:

- Developing and executing the preparation, planning and delivery of child-centered learning activities for the children in the class
- Being a facilitator in the classroom and taking an interactive role with students
- Using a range and balance of teaching strategies
- Grouping strategies using a variety of different learning situations, including whole class, small group, partner work and individual work; at desks, on the floor, etc.
- Viewing students as thinkers with their own emerging theories
- Building on what students know, and differentiating to meet student needs
- Ensuring that the classroom environment is well-managed, properly ordered and neatly presented
- Planning to ensure that 'students achieve more than they think they can', by collecting and using data such as MAP scores, and other formative and summative assessments
- Planning which emphasizes connections among curriculum areas and explicitly focuses on trans-disciplinary skills and the essential elements of PYP
- Planning which accommodates a range of ability levels and learning styles; teachers are expected to modify and accommodate for students as needed, i.e. accommodating individual language needs (EAL), student support services, students who are struggling as well as students who need more of a challenge
- Planning in a collegial and professional manner with peers, showing respect, being prepared and on time, and adhering to the school wide meeting norms and team's essential agreements at all times
- Involving students, parents and colleagues in the assessment process on a regular basis and as appropriate
- Involving students in shared reflection during, and at the end of, each unit, on a consistent basis
- Evaluating the program collaboratively with teaching partners, and parents and students as appropriate, using agreed flexible systems

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Extended professional role:

Contributing towards the whole-school team spirit by taking every opportunity to promote the philosophy and policies of the Stamford American International School

- Taking responsibility for the class during times of emergency
- Supervising the children at break/lunch and other unstructured times
- Ensuring that the children are safe and secure at all times
- Communicating regularly and positively with parents via timely meetings, class blogs, reports and conferences
- Leading co-curricular activities

Parents:

- Coordinating parent meetings where appropriate to review a students' progress
- Coordinating efforts of parents to assist with class room volunteering duties or on excursion

General:

- To teach any classes as deemed necessary
- To provide any other reasonable duties delegated by the School Management

Position Requirements

- At least 3 years of experience in working with children as a bilingual homeroom teacher with relevant qualifications
- Curriculum development knowledge
- Possess highly developed interpersonal and teamwork skills
- Excellent verbal and written English skills
- Excellent verbal and written Mandarin skills
- Good references on request
- Proficient in using a variety of technology tools

Qualifications

- Minimum Bachelor's degree in Education or equivalent is required
- Master's degree in Education preferred

Contacts

- Other Stamford Teaching and Non-Teaching Staff
- Parents and Students
- PTA

Working Conditions

- School Environment
- Working hours 8am to 4:30pm, Monday to Friday, plus occasional staff meetings and trainings
- School holidays are paid and free except staff days and training days (please refer to the website to see the school calendar with school holiday dates)

Terms of Employment

- Medical Benefits: Medical insurance provided where applicable
- Sick Leave/Hosp: 14 days sick leave and 60 days hospitalization leave
- Probation Period: 3 months from date of commencement
- Pre-medical exam: Required
- Referee request: Required
- Background Check: Required