



Stamford American
INTERNATIONAL SCHOOL

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.

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|---------------------------------|--------------------------------|-----------------------------|
| Position Title | Teacher (English), High School | Reference: OCT2023HS |
| Function/Department | High School | Location: Stamford |
| Manager Name & Title | High School Principal | |
| Position Type | Fixed Term | |
| Position Status | Full Time | |

Position Objective

The role of the English/Theory of Knowledge (ToK) Teacher is essentially to build and maintain a successful education 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 Diploma Program.

Responsibilities

The job holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact will be adhered 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, they must report any concerns to the School's Designated Safeguarding Lead or to the Head or indeed to the Cognita Regional Safeguarding Manager so that a referral can be made accordingly to the relevant third party services.

Teaching:

- To teach classes within the High School (MYP Integrated Science, and DP Physics)
- To work with students who are on a learning accommodation plan and/or require an additional support teacher in class
- To work with EAL mainstream students
- To demonstrate through collaboration, planning, and teaching, the IBO framework of concepts within contexts, and
- inquiry-based learning that is balanced with specific skills of 'how to learn', leading learning towards the IB vision and
- the aims of individual subject areas
- To use and refer to the defined standards in the curriculum and in teaching and learning
- To work and collaborate with colleagues to enrich curriculum and student learning
- To differentiate and target learning to students' needs and proficiency levels using the Universal Design for Learning framework
- To be culturally and linguistically responsive and proactive

Relationships:

- To develop trusting and effective positive relationships with all the students in the classes and their parents



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- To establish supportive, collaborative, and positive working relationships with all other members of staff
- To become a positive presence across the whole school and a representative of it within its wider community
- Having a sense of humor

Educational role:

- Developing and executing the preparation, planning and delivery of child-centered learning activities in accordance with the school vision.
- Acting as a pastoral advisor, being responsible for the holistic academic and social-emotional well-being of these students, and in the case of grades 11 and 12, acting in a formal CAS Advisor capacity.
- Building on what students know, and differentiating to meet student needs
- Ensuring that the classroom environment is well-managed, properly ordered and neatly presented
- A willingness to analyze 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 MYP, DP and/or AP programs as needed
- 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
 - Communicating professionally with students and families.
 - Planning collaboratively for student learning
 - Planning which is based on agreed student learning outcomes, in the context of the school-wide program.
 - Planning work that builds on students' prior knowledge and experience.
 - Planning significant units of inquiry, to be explored in depth.
 - Implementing accurate assessment through the collaborative pre-planning and moderation processes.
 - Planning work which emphasizes connections between and among curriculum areas
 - Planning work which accommodates a range of ability levels
 - Building on what students bring to the learning experience in the way of prior understanding.
 - Ensuring a well-organized and stimulating learning environment
 - Empowering students to feel responsible and to take action.
 - Maintaining constant awareness of the needs of any children to whom English is a second or even a third or fourth language
 - Using learning technologies to enhance learning.
 - Supporting other aspects of the IBO programs (ex: Supervise Extended Essays and/or Personal Projects) as directed
 - 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
 - Providing clear and constructive feedback to students and their parents and caregivers
 - Ensuring the documentation of curricula units and other planning on the platform and within the timelines set forth by the administration



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Extended professional role:

- Understanding and implementing the expectations and policies established by Cognita and Stamford.
- Participating in professional duties as necessary outside of the scope of the school day (E.G. Field Studies trips, professional development on weekends as needed, and after school meetings as required)
- Supervising duties at break/lunch and/or other unstructured times
- Leading/coaching an after school CCA (co-curricular activity) from 3:55-4:30pm once a week
- Ensuring that students are safe and secure at all times, and abiding by the child safeguarding expectations of the school
- Assisting in internal sub coverage according to department needs
- Providing any other reasonable duties delegated by the School Management Team

Position Requirements

- Ability to teach English Language & Literature in the MYP and HL & SL Language and Literature in the Diploma Program
- At least 3 years of MYP/DP experience preferred
- International School teaching experience preferred
- Curriculum development knowledge is required
- Advisory/Pastoral experience preferred
- Highly developed interpersonal and teamwork skill
- Excellent verbal and written English skills
- Good references on request
- Proficiency in using school databases, communications platforms, and educational technology

Qualifications

- Minimum Bachelor's degree in Education or equivalent is required
- Professional current teacher licensure or certification is required
- Master's degree in a relevant field preferred

Contacts

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

Working Conditions

- Working hours 8am to 4:30pm, Monday to Friday, (until 5:00 pm on Wednesdays), 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)



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Terms of Employment

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

SAIS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Pre-employment background checks are mandatory and appointments are strictly subject to confirmation that all reference and background checks are completed to the satisfaction of Cognita, SAIS' holding organization.

We are an equal opportunity employer and disallow discrimination of age, ethnic origin, nationality, gender, religion, sexual orientation, family status, pregnancy, marital status, medical or mental health history, physical characteristics or disability. We welcome applications from all qualified candidates.

We regret that only shortlisted candidates will be notified.