



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	Teacher (G8-10 Language Acquisition)- PCS	Reference: DEC2022PCS
Function/Department	Preparatory Course for Secondary (PCS)	Location: SAIS
Manager Title	PCS Principal	
Position Type	Fixed Term	
Position Status	Full Time	

Position Objective

The Preparatory Course for Secondary (PCS) is an initiative at Stamford for non-native English speakers entering into Grades 8-10 (Ages 14-17); The curriculum is developed by the PCS Curriculum Committee and based on the MYP Criteria. The PCS is offered in 20-week sessions and intends to provide an intensive, immersive, English language experience for students. Teachers will be expected to teach targeted English acquisition skills (Grammar, Listening, Reading, Writing, and Speaking) as well as co-teach the core content subjects of English Literature, Math, Science and Social Science.

Responsibilities

- The Teacher is responsible to the Superintendent (through the line supervision of the PCS Principal) to ensure that the aims and purposes of the program and the School in general are being effectively carried out within their designated area or areas of responsibility.
- The Teacher will actively look for ways to support both the ethos and leadership of the School.

The job holder's responsibility for promoting and safeguarding the welfare of children and young persons 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.

Position Requirements

The role of the teacher in the Preparatory Course for Secondary (PCS) is to:

1. THE CURRICULUM

- 1.1 Ensure that they have a thorough understanding of the approved PCS curriculum;
- 1.2 Ensure that the approved curriculum requirements are met within their teaching area/s;
- 1.3 Embrace the personalized learning approach integral to the operation of the PCS;
- 1.4 Assist with the ongoing evaluation and monitoring of existing programs to ensure they are of high quality;
- 1.5 Keep up to date regarding curriculum knowledge and issues pertinent to their teaching area/s within the PCS;



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- 1.6 Ensure that their teaching programs and classroom teaching methodologies are of a high standard and meet the requirements of the PCS, the program and the School;
- 1.7 Liaise with the PCS Principal or their delegate to ensure the individual curricula and programs are of a high standard and appropriate for the purpose of the PCS;
- 1.8 Produce, collect, mark, return and file assessment tasks within their teaching area/s, ensuring they are of a high quality and suitable standard;
- 1.9 Ensure that all timelines/deadlines are met;
- 1.10 Work with designated students to assist them to develop and monitor their progress according to their SMART Goals (Specific, measurable, achievable, relevant and timely);
- 1.11 Ensure that student reports based on their SMART goals are carried out at the appointed times and are of a high quality;
- 1.12 Produce, collect, mark, return and file tests and summative within their teaching area/s, ensuring they are of a high quality and suitable standard;
- 1.13 Assist with the development and implementation of high quality new courses of instruction as required.

2. RESOURCES

- 2.1 Ensure that class activities are appropriately resourced in line with budget expectations;
- 2.2 Assist with the development and appropriate implementation of a departmental (or subject) budget;

3. POLICY

- 3.1 Ensure that program and School policy is implemented, supported, and adhered to;
- 3.2 Participate effectively in the committee structure of the School;
- 3.3 Model adherence to School policy in all activities;
- 3.4 Ensure that students are reminded regularly of program and School policy.

4. ADMINISTRATION

- 4.1 Ensure that timeline expectations are met; especially as they relate to assessment tasks, examinations, student mentoring, teaching programs, mark-books and registers;
- 4.2 Ensure that School resources are well maintained and cared for.
- 4.3 Report any resource and/or maintenance issues immediately;
- 4.4 Ensure all record keeping required, including School database records, mark books, teaching registers, teaching programs, student pastoral care notes, stock records, class lists, are completed thoroughly and in a timely manner;
- 4.5 Ensure that communication with parents and student enquiries and issues are dealt with efficiently and within timeframe expectations;
- 4.6 Liaise regularly with the appropriate Leadership staff regarding student issues;
- 4.7 Ensure that behavior management administration records are completed as required.

5. TEACHING COMPETENCIES & CLASSROOM MANAGEMENT

- 5.1 Provide engaging and well prepared lessons and other experiences for students;
- 5.2 Ensure that classroom practice reflects an appropriate range of teaching methodologies, including appropriate creative use of Information Technologies;
- 5.3 Apply the PCS personalized learning approach;
- 5.4 Maintain an emphasis on student achievement of their SMART goals;
- 5.5 Maintain appropriate standards of classroom management and behavior;
- 5.6 Provide a caring and nurturing classroom environment for all students;
- 5.7 Ensure punctuality in arriving at lessons and scheduled meetings;
- 5.8 Take personal responsibility for the classroom and its cleanliness;



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- 5.9 Ensure that student work is professionally and thoroughly marked and returned within accepted timeframes;
- 5.10 Deal with student behavior issues professionally and within the parameters of the School's policy;
- 5.11 Develop and maintain a positive classroom environment;
- 5.12 Take responsibility for ongoing personal professional development, attend all professional development activities offered by the program and the School as required and keep abreast of curriculum and wider educational issues, especially as they relate to their area/s of teaching.

6. RELATIONSHIPS WITH STUDENTS & OTHER STAFF

- 6.1 Develop appropriate professional relationships with students, including using appropriate language and classroom/personal decorum;
- 6.2 Develop collegial and supportive relationships with other staff;
- 6.3 Adopt a self - reflective attitude and be willing to accept advice from the PCS Principal and other staff;
- 6.4 Demonstrate active support for the ethos and leadership of the program and the School;
- 6.5 Model appropriate attitudes and values within and outside of the classroom;
- 6.6 Actively participate in staff and other faculty meetings as required.

7. TEACHING AND OTHER DUTIES

- 7.1 Teach classes as required in a professional and conscientious manner;
- 7.2 Focus classroom activity on the PCS personalized learning approach;
- 7.3 Actively participate in the co-curricular life of the School and encourage student involvement in activities which enhance their language learning and socialization;
- 7.4 Aid in the mission of the School by taking responsibility for different tasks as negotiated with their supervisor, PCS Principal, and/or the Superintendent.
- 7.5 Attend morning briefing, regular and extra-ordinary staff meetings as required;
- 7.6 Demonstrate high standards of personal grooming and professional dress in keeping with staff dress guidelines;
- 7.7 Actively support the program and School's leaders;
- 7.8 Take responsibility for duties as required by the PCS Principal.

8. STAFF MENTOR ROLE

- 8.1 Fulfill the role of Advisory Teacher with a designated group of students;
- 8.2 Assist each student to develop and monitor their own SMART Goals;
- 8.3 Provide academic advice and support outside of the classroom where deemed necessary;
- 8.4 Assist students in the mentor group to develop an effective understanding of the intensive nature of the course and the persistence and resilience required to succeed;
- 8.5 Provide a "listening ear" for students wishing to discuss academic or personal concerns;
- 8.6 Regularly monitor each student's accommodation situation;
- 8.7 Regularly monitor each student's academic progress in relation to their SMART Goals.

9. SPECIAL REQUIREMENTS

- 9.1 The position of Teacher carries a full teaching load.
- 9.2 Staff Mentor responsibility is considered to be 0.1 of the teaching load.



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9.3 Variable Duties/Hours:

The nature of the PCS program and the teaching position is such that the teacher is expected to be on duty for 21 weeks per semester. PCS follows the same term holiday schedule as the rest of SAIS. Teachers during that time might also be required to be available outside the “normal” school hours, to participate fully in the life of the PCS, the program and the School, to communicate with parents, to attend meetings and make presentations whenever necessary, and to represent the Program on occasions, in some forums.

Qualifications

- Strong Academic Qualifications in EAL
- Strong Academic Qualification in English Literature/Social Sciences preferred
- Successful experience as a class teacher at upper primary or secondary school level
- TESOL qualifications or the equivalent
- Three years minimum experience in teaching EAL students
- Experience with a personalized learning approach
- Experience with student mentoring and pastoral care of adolescents
- Capacity to work with colleagues in a focused team
- Capacity to demonstrate a commitment to the “intensive” nature of the PCS
- Experience in International School environment/s
- Speaks English Fluently and has personal experience studying another language. Proficiency in Mandarin, Korean, or Japanese preferred.

Working Conditions

- School Environment
- Working hours 8am to 4:30pm, Monday to Friday, plus occasional staff meetings and trainings
- School holidays may differ from regular school calendar

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