

ECONOMICS & BUSINESS STUDIES TEACHER SECONDARY SCHOOL JOB DESCRIPTION

LOCATION	NAS Beijing Fangshan
JOB PURPOSE	Teaching Economics and/or Business Studies in Secondary School
REPORTING TO	Assistant Head of Secondary / IBDP Coordinator
OTHER KEY RELATIONSHIP	Extra-Curricular Activities, PD, Reflecting and Planning

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
Engagement and Interaction – School Ambassador to Internal Community	
<ul style="list-style-type: none"> ▪ Supporting the development of international-mindedness and all NAS Fangshan learner attributes within the curriculum; ▪ Fostering a stimulating learning environment based on understanding and respect; ▪ Demonstrating open communication based on understanding and respect; ▪ Meeting and greeting each student on arrival each morning and or lesson ensuring safety, assessing pupils at the door, monitoring their wellbeing; ▪ Observing and assisting the management of students at lunch time/canteen and each child to sit and to eat correctly; ▪ Ensuring students are taken immediately to school nurse in the event of an injury or medical concern; ▪ Ensuring strong healthy working environment is maintained between adults and students; ▪ Establishing polite and cordial relations with all parents and family delivering students to school; ▪ Developing and maintaining clear lines of communication with colleagues, parents and the wider school community; ▪ Communicating curriculum information with parents; ▪ Updating and maintaining records using ISAMS electronic system; Using professional email etiquette when communicating with colleagues, parents and administrators; ▪ Communicating with parents via Face-to-Face meetings and Parent Teacher Meetings. 	<ul style="list-style-type: none"> ▪ Supervision and Growth Principles ▪ Satisfactory Survey Results

<ul style="list-style-type: none"> ▪ Publishing written records and portfolios documents on – evidence of students works showing developmental trajectory; ▪ Using professional email etiquette when communicating with colleagues, parents and administrators; ▪ Communicating with parents via Face-to-Face meetings and Parent Teacher Meetings. 	
<p>Learning and Teaching</p>	
<ul style="list-style-type: none"> ▪ Teaching the curriculum meeting the IMYC and IBDP standards; ▪ Differentiating classroom instruction to meet student’s individual learning needs and styles; ▪ Teaching explicitly on-going and inter/trans-disciplinary skills; ▪ Employing a constructivist, inquiry-based pedagogical approach to teaching and learning that promotes inquiry and the development of critical-thinking skills; ▪ Providing learning experiences that build on what students know and can do; ▪ Using technology as a vehicle for learning and integrating IT skills teaching where possible; ▪ Employing a range of teaching and learning strategies to promote independent thinking, inquiry and acquisition of subject specific knowledge and skills; ▪ Promoting and fostering student reflection on learning experiences; ▪ Employing a range of grouping and regrouping of students for a variety of learning purposes; ▪ Empowering students to take self-initiated action because of the learning; ▪ Managing class resources – furniture, equipment; ▪ Updating notice boards to expose teaching and learning both inside and outside notice boards; ▪ Ensuring to meet the curriculum classroom visualization standards; ▪ Delivering stimulated and motivated classroom environment; ▪ Delivering efficient and qualitative open class lessons to parents and visitors; ▪ Delivering weekly ECA, Boarding lessons where appropriate; 	<ul style="list-style-type: none"> ▪ Supervision and Growth Principles ▪ Satisfactory Survey Results ▪ Student Achievements

<ul style="list-style-type: none"> ▪ Ensuring safe classroom management, delivery and removal of heavy-duty objects ensuring the utmost safety to students always; ▪ Arranging classroom outings related to teaching and learning ensuring utmost safety is met and all communication with management is in writing before departure; ▪ Where appropriate, teaching English Literacy – Reading, writing, phonics using curriculum standards and procedures in all learning areas; ▪ Where appropriate managing and directing the Teaching Assistant; ▪ Where appropriate, teaching assigned subject area using curriculum standards and procedures in all learning areas; ▪ Assessing and documenting student progress using a variety of assessment tools and strategies; ▪ Complete student reports; ▪ Managing and maintaining student portfolios; ▪ Pre-assessing students’ knowledge and understanding prior to new learning; ▪ Use student self-assessment, peer assessment and teacher assessment strategies to promote student reflection. 	
Planning and Preparation	
<ul style="list-style-type: none"> ▪ Planning and reviewing the curriculum provision to meet the IGCSE, A level and/or IBDP standards; ▪ Working as a team planning lessons, directing the way forward; ▪ Attending and contributing to weekly collaborative planning meetings; ▪ Working collaboratively with Grade Level Team, Specialists and Coordinators to develop and document teaching and learning experiences using the planners and relevant curriculum documents; ▪ Documenting minutes of collaborative planning meetings and work cooperatively to complete tasks within Grade Level Team; ▪ Supporting as needed in preparation for assemblies; ▪ Supporting as needed in preparation of events (sports, arts, celebrations, etc). 	<ul style="list-style-type: none"> ▪ Supervision and Growth Principles ▪ Satisfactory Survey Results ▪ Student Achievements
Professional and Personal Development	

<ul style="list-style-type: none"> ▪ Attending and actively participating in meetings (where appropriate); ▪ Participating in Professional Development offered by the school. ▪ Contributing to the wider school Professional Development program by sharing good practice 	<ul style="list-style-type: none"> ▪ Supervision and Growth Principles ▪ Student Achievements ▪ PD Certificate
PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
<ul style="list-style-type: none"> ▪ Teaching Certificate in relevant subject Economics and/or Business Management and school level ▪ International education curriculum experience ▪ Proficient English Language skills 	<p>Essential</p> <p>Essential</p>
<ul style="list-style-type: none"> ▪ Relevant PD in the field of Education ▪ Experience in teaching IGCSE, A level and/or IBDP curriculum 	<p>Desirable</p> <p>Desirable</p>
Personal Attributes	
<ul style="list-style-type: none"> ▪ 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 	
Other	
<ul style="list-style-type: none"> ▪ 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 China. ▪ 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
- **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