



# **JOB DESCRIPTION FOR TEACHERS AT THE KING'S SCHOOL (Preparatory School)**

## **INTRODUCTION**

The King's School has a happy tradition of having a thoroughly professional Common Room in which colleagues support each other well. Staff characteristically go "the extra mile" on behalf of their students and each other. This is deeply appreciated by the Headmaster and Council.

Unless otherwise directed, teachers at The King's School Preparatory School are directly responsible to the Head of the Preparatory School for the effective organisation and management of their classes.

## **GENERAL REQUIREMENTS**

**A teacher at The King's School Preparatory School is expected to:**

- ensure a professional relationship with students and colleagues at all times and particularly bearing in mind the School's Code of Conduct
- participate in an induction process to be undertaken by the Deputy Head of the Preparatory School when the nature of your relationship with students will be more fully explained and you will be able to ask questions to clarify the boundaries in respect to these relationships
- be supportive of the ethos of a Christian independent Boys' School, the mission of The King's School, and to be an effective ambassador for the School
- participate in major School functions, such as Speech Day, parent information evenings, house picnics and Prep School sports carnivals
- take relief classes, engage in playground supervision, and attend staff professional development days, school assemblies and Chapel
- participate in School development and policy planning, and the completion of administrative tasks associated with teaching

- be fully involved in the co-curricular life of the School, including coaching sport in both summer and winter, unless otherwise agreed with the Head of the Prep School. Colleagues are also encouraged to be involved with clubs, societies and other co-curricula activities which support the mission of The King's School of wanting to provide a balanced and holistic education
- fulfil pastoral responsibilities and, unless otherwise agreed to by the Head of the Prep School, be an active member of one of the four Prep School house groups
- contribute to the synergy of the Prep Common Room and be able to work as a member of a team
- support equal opportunity, adhere to occupational health and safety guidelines and fulfil their duty of care to students
- value the gender, cultural and linguistic background of their students and ensure that student learning is not limited by expectations based on stereotypes or prejudices
- support behaviour which does not intimidate or denigrate a student on the basis of gender, language, ability, religious, cultural or socio-economic background and maintain anti-discriminatory teaching practices
- adopt a collaborative approach to learning with staff and students
- keep abreast of current teaching practice and the use of technology in order to enhance teaching and learning
- participate in regular appraisal and review exercises
- take long service leave shortly after it is due, so that benefit may be gained from the energising and restorative effect of taking a significant period of leave

## **PERSONAL QUALITIES**

### **A teacher at The King's School Preparatory School is expected to:**

- enjoy teaching young people and be able to communicate effectively with them
- have an enthusiasm for teaching and learning
- be friendly and have a sense of humour
- have energy
- have high emotional intelligence and be empathetic so that body language can be read well and moods sensed
- be confident as a teacher and have the gift of firm, yet relaxed control
- be a good model to students in terms of personal hygiene, grooming, integrity, language and punctuality

- be a lifelong learner
- contribute to educational debate both inside and outside the School

## **AS AN EDUCATOR**

### **A teacher at The King's School Preparatory School is expected to:**

- have a thorough understanding of the curriculum and its underlying rationale
- select appropriate learning and teaching activities according to pre-determined School objectives
- plan lessons so that they are logical and sequential, yet still cater for some spontaneity and evolution of student interest
- exercise good classroom control, with the use of fair and consistent standards and appropriate sanctions
- encourage students to ask questions and to express their difficulties
- display patience, and use criticism constructively
- encourage respect and confidence from their students
- set and maintain clear expectations with students and establish a task-oriented learning environment
- manage students in a manner which emphasises consequences for behaviour
- know and use a wide range of assessment strategies consistent with KLA content and objectives
- monitor student progress and provide regular feedback
- assess and return work promptly and maintain detailed student achievement records
- provide reports on student progress and maintain open communication with parents and such other persons who are responsible for students, ensuring that these reports are accurate and constructive
- explain things well and be able to express a concept in a number of ways
- appeal to multiple intelligences when teaching and be aware of, and use, different teaching styles in order to appeal to a class of students with different personalities and learning preferences
- offer a differentiated curriculum where appropriate, so that individual learning needs are met
- manage students of differing ability and be able to offer enrichment for those who are gifted and help for those who are less able

- identify students who need specialist help and be able to refer such students appropriately
- provide opportunities for student expression using spoken, written, dramatic and electronic forms of communication
- keep students at their 'growing edge' and encourage them to engage in higher order thinking (refer to Bloom's taxonomy)
- provide a safe learning environment in which students can take intellectual risks
- encourage students to use learning resources and modern technology to assist their learning
- encourage students to be critical and creative thinkers
- encourage students to develop problem solving and enquiry skills
- encourage students to optimise their academic potential
- organise and prepare lessons well
- maintain an appropriate noise level and a co-operative working atmosphere in class
- create a stimulating and challenging learning environment, with effective use being made of classroom displays
- motivate students by providing positive feedback and praise, and by identifying and building upon their strengths
- develop student co-operation and tolerance through group work
- encourage students to respect achievement and deal firmly with any anti-intellectualism
- encourage in students an international frame of reference
- respond appropriately to student initiated tangents within the lesson framework
- encourage in students a sense of self worth and build their self esteem to an appropriate level
- create an atmosphere of mutual respect
- assist students in taking responsibility for their own actions
- encourage students to set realistic goals and to use their time in a constructive and balanced manner
- encourage students to participate in the co-curricula life of the School
- encourage a sense of community

- defend a student's right to learn and a teacher's right to teach
- set homework which has the correct degree of difficulty and challenge
- set homework which enhances and complements learning
- set homework of an appropriate length
- mark and return homework promptly

<p><b>Note:</b> No job description can adequately capture the craft of teaching. Ultimately colleagues will need to rely on their professional judgment and common sense.</p>
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