

## JOB DESCRIPTION

**POST:** Support Teacher

**SCHOOL:** Makuhari International School

**PAY RANGE:** - See individual contract.

### Job Purpose

To carry out the professional duties of a Support Teacher as circumstances may require and in accordance with the school's policies under the direction of the Head of School. The Support Teacher's role is to specifically advise and input in all aspects of class teaching directly in respect to:

- Ensuring that the Japanese Curriculum is being covered in specific Kindergarten year groups.
- Ensuring that safety and health issues are covered in all areas in relationship to the uniqueness of the Japanese Curriculum.
- Ensuring that there is daily communication between Class Teacher and Support Teacher.
- Attending weekly planning meetings within each Kindergarten year group.
- Attend weekly meetings with other Support Teachers.
- Meet weekly with the Kindergarten Key Stage Leader.

### Key Areas of Responsibility and Key Tasks

#### Planning, Teaching and Class Management.

Teach allocated pupils working closely alongside the Class Teacher by helping in planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
  - setting tasks which challenge pupils and ensure high levels of interest;
  - setting appropriate and demanding expectations;
  - setting clear targets, building on prior attainment when teaching
  - helping to identify SEN or very able pupils;
  - providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of the curriculum;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
  - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - ii. select appropriate learning resources and develop study skills

Support Teacher

through library, I.C.T. and other sources;

- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in school policies and particularly the foundations for English and Maths.
- encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

### **Monitoring, Assessment, Recording, Reporting**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work when Support Teacher has been teaching and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by school procedures;
- prepare and present informative reports to parents.

### **Curriculum Development**

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- contribute to the whole school's planning activities.

### **Other**

- Teach Japanese Language to children in Kindergarten as specified by the Head of School. Be responsible for planning and leading this subject area within the curriculum. Act as Elementary Japanese Language teaching cover when asked and if required.
- Meet regularly with other Kindergarten Support Teachers to ensure progression and continuity within Kindergarten School.
- Meet weekly on a formal basis with Class Assistants to ensure that professionally they are being developed in a positive and constructive manner. Report initially to Deputy Head of School on these meetings.
- Take part in playground and lunchtime duties as directed by the school management.
- Offer at least one club a week after school.

- Take part in and organise school assemblies as directed by the school management.
- Take part in occasional outside events such as Sports Day, School Bazaar, as directed by school management.

**Areas NOT expected to be covered by Support Teachers**

Support Teachers are not glorified Class Assistants – they have a really important role at MIS. They will not be expected to do activities such as the following:

- Clean rooms
- Prepare Displays
- Prepare resources for other teachers

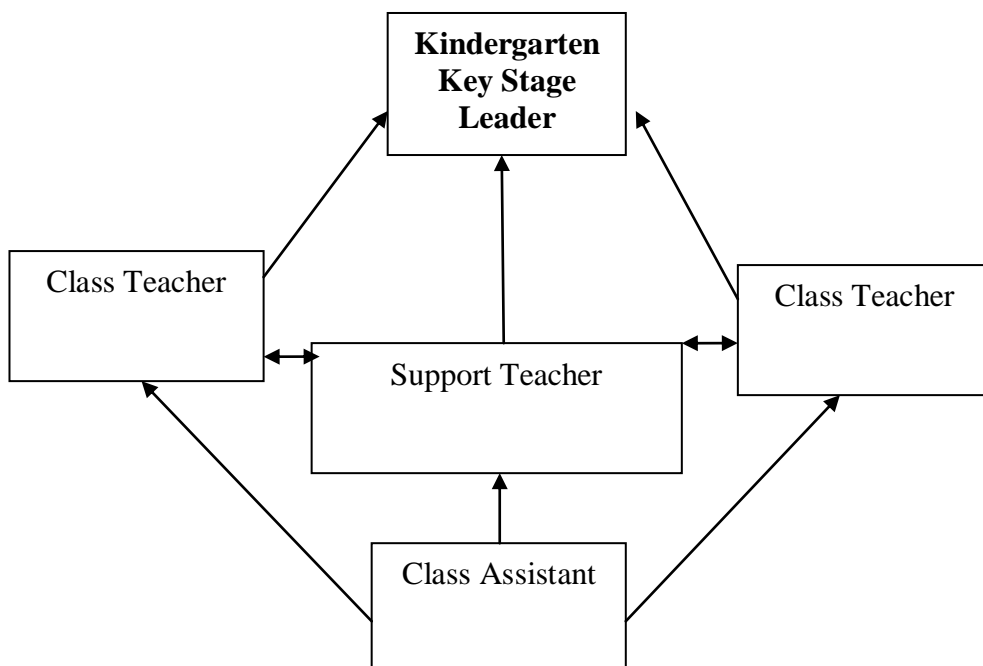
Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager (not Class Teacher) to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the Head of School and member of staff, and will be reviewed annually

**Kindergarten Line Management.**

In all areas within the Kindergarten the Kindergarten Key Stage Leader has ultimate responsibility (and accountability) and all within Kindergarten are responsible to him/her. In each year the Class Teachers and Support Teachers work closely together in planning and teaching/learning. The Class Teachers will make the definitive decisions regarding teaching matters, however the Support Teacher’s input is expected to be valued and used. Support Teachers have specific Japanese Kindergarten knowledge and take ultimate responsibility in decisions where aspects of the Japanese Kindergarten are not being covered or covered ‘properly’. Indeed Support Teachers are officially recognised as being legally responsible for classes following the Japanese Kindergarten Rules and therefore will (after consultation with the Kindergarten Leader) be expected to ensure that MIS Kindergarten follows said rules to the letter.

Example Year Group. (Kindergarten 1)



Support Teacher