



Shanghai Singapore International School

Job Title: Senior School Teacher

Our School:

Founded in 1996, the Shanghai Singapore International School aims to develop each student into a responsible global citizen, with a strong sense of character preparing them for success in any life or career path they may choose. Our philosophy, vision, and mission are to educate students in an environment that will not only equip them with a high level of content skills and information, but also help them to learn the behaviours associated with global citizenry and the concept of being humanitarians and caring individuals.

Purpose:

Senior School Teachers will use their pedagogical and subject knowledge to inspire a lifelong love of learning in SSIS students. They will collaborate with Heads of Departments, Curriculum Coordinators and other colleagues to deliver outstanding student outcomes. Teachers will also contribute to the pastoral programme as form teachers and to the After School Programme (ASP).

Reports to: Senior School Principal Assistant Principal Head of Department
Curriculum Coordinators

Organisational relationships: Senior School Principal Assistant Principal
Head of Department. Curriculum Coordinator Department Colleagues
Director of Teaching and Learning

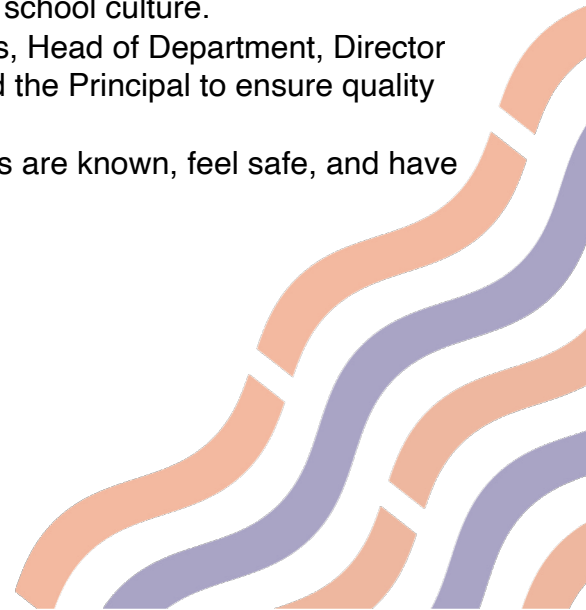
Teaching Hours: 20 hours a week

Key Accountabilities:

1. General Responsibilities:

- Exemplify and articulate the vision, aims, and core values of the school.
- Always act as a positive role model and support the development of the Senior School goals/priorities.
- Contribute to establishing and maintaining a supportive school culture.
- Work in collaboration with your departmental colleagues, Head of Department, Director of Teaching and Learning, Curriculum Coordinators and the Principal to ensure quality teaching and learning in your classroom.
- Closely work with pastoral leaders to ensure all students are known, feel safe, and have access to high-quality learning.

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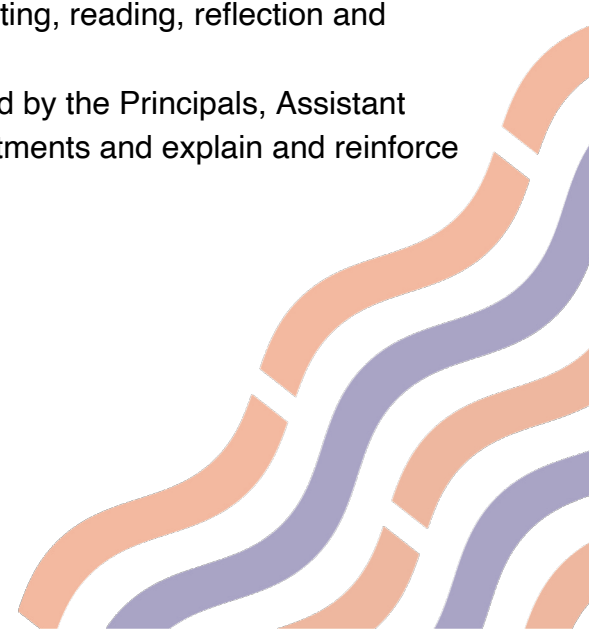




2. Senior School Teacher Key Responsibilities

- Ability to develop an instructional programme to meet the needs, interests and abilities of students with recognition of the school's multi-cultural environment.
- Have a deep understanding of content of the relevant subject and familiarity with current trends in education.
- Create a learning environment where students are known, feel safe and have access to high quality learning.
- Plan well-structured lessons that develop subject specific disciplinary literacy and oracy.
- Ability to use feedback/learning data to modify instruction for responsive teaching.
- Ability to use feedback/learning data to reflect on and improve teaching, and learning practices.
- Ability to differentiate instruction for all learners. Including ESL, learning support and students that require enrichment/extension.
- Ability to plan effective learning activities using a variety of current technologies and online platforms.
- Ability to give students feedback that they act on and moves their learning forward.
- Ability to plan for, create and give feedback on formative assessments tasks that identifies misconceptions and informs students of how they can improve.
- Ability to develop self-regulated learners by planning for metacognitive and self-regulation (emotional) aspects of learning.
- Ability to plan for, create and mark authentic summative assessments that give a reliable indication of what the students have learned.
- Willingness to collaborate regularly with colleagues in a positive, constructive manner.
- Ability to participate in and establish collaborative structures.
- Have excellent communication skills, the ability to take the initiative and the adaptability to deal with change.
- Communicate and liaise on a regular basis with fellow team department/grade members with regards to planning, assessment, parent and community contact, subject organization and classroom issues including discipline, expectations and routines.
- A commitment to personal professional learning evidenced by completion of professional learning plans based on your own goal setting, reading, reflection and completion of external courses.
- Follow School procedures and carry out duties assigned by the Principals, Assistant Principals, Coordinators or the various Heads of Departments and explain and reinforce all school rules.

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3. Form and Co-Form teachers are expected to:

- Form Teachers are a vital part of the pastoral care process as they are the first line of reference for the members of the tutor group.
- Form Teachers are responsible for the daily conduct of their form/tutees.
- Form Teachers have oversight of the personal learning programmes of members of the tutor group and monitor the progress of the individuals in the form group.
- Form Teachers take a consistent approach and ensure that routine procedures are carried out.
- Form Teachers review behaviour/discipline logs and SSIS Character & Leadership Commendation merits which will help them support individuals within the tutor group.
- Form Teachers should liaise closely with the coordinators and pastoral leads (STEP team) and vice versa.
- Form Teachers write form comments and proof-read report cards.

Daily Form Teachers Pastoral Responsibilities

- Check work emails and the student hub before 8:10 am for any urgent announcements to be given to the form class.
- The next day follow up (first intervention) with students that have received a Behaviour log in ManageBac. Also, regular positive recognition of students that have been awarded SSIS Character and Leadership merits.
- Attendance in ManageBac completed by the end of registration.

Form Teachers RAPS Responsibilities

- Support RAPS interhouse competitions and events including, house and sports days.

4. Teachers in charge of After School Programme (ASP)

ASPs offer valuable opportunities outside of the classroom and it is our hope that all students will get involved in an area of interest. The holistic offerings are designed to both complement and enhance our academic endeavors, contributing to a well-balanced education and development of a global citizen.

Teachers are expected to:

- Contribute to three sessions of ASPs or one Sports Session
- Offer a programme which goals are fully aligned with the SSIS Vision and Mission.
- Complete attendance of students by 4 pm to allow transportation arrangements.
- Ensure that participants are appropriately dressed and following safety procedures for the activity.

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- Supervision must be provided for entire session and be familiar with services on site at that time. The nurse is located in the gym during after school instead of the clinic.
- Accompany students to the bus lines at 5pm.
- Attend culminating activities, performances, awards or tournaments related to the program.
- After programme completion, a participation comment should be entered under Term 3 for the individual activities report that student will receive with final report card

Qualifications and experience required:

- Bachelor's degree in subject related field and recognized teaching qualification required
- Recent training and/or experience in the current or comparable curriculum.
- Expertise in and a passion for your subject and a genuine interest in working with teenagers.
- Excellent written and verbal communication skills. Ability to communicate effectively with students, parents, teachers and others.
- Work experience with other cultures and nationalities within an international education environment.

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