



Year 5 Teacher Application Pack



BLOOMSBURY
INTERNATIONAL SCHOOL

Message from the Headteacher

Dear Applicant,

Thank you for requesting details of the advertised post at Bloomsbury International School Hatyai. I hope you will be as excited as I am by the challenges and potential of this post.

Bloomsbury International School Hatyai is a 3-18 years international school in Hatyai, Southern Thailand offering a British-based curriculum to a range of local and international students.

Both the school's owners and myself are looking for a talented career professional who shares our belief that every child has the right to achieve the best possible outcomes available to them. To do so, we have implemented our own curriculum that helps break down the barriers to effective learning and provides the opportunity to develop dynamic lessons, active involvement by the students and creativity.

This is an exciting opportunity where you will be part of building the future of our students and the school and help establish an outstanding learning environment. We are an ambitious school and are striving to be an outstanding centre of excellence within the education community, both locally and internationally.

If you want to make a difference, have the chance for an exhilarating career move with the potential for development and personal growth, and to be part of a successful and energetic team, then Bloomsbury International School Hatyai is the place for you.

I look forward with anticipation to receiving your application.

Yours faithfully,

Graeme Simpson
Headteacher

The vision for Bloomsbury International School Hatyai

“The school through its curriculum and its teaching and learning promotes intercultural understanding, communication and respect as complements to a sense of cultural and national identity and as essential aspects of global citizenship.”

As an international school, we see one of our most integral roles as helping our students to understand the world around them. We want our students to raise their aspirations as high as possible and contribute towards Thailand in a positive manner, but also provide them with opportunities to be successful abroad.

The Bloomsbury International School Hatyai curriculum

The Bloomsbury International School curriculum is based on the British National Curriculum but teachers are afforded the freedom to explore other areas that offer our students a challenge and will benefit them in the future. We believe that our teachers, when allowed to express themselves and be more creative, will deliver the very best lessons possible for our students.

The curriculum design has been based on the following principles:

- a compulsory core comprising of English, Maths, Science, ICT and Thai (for Thai nationals only)
- a guided degree of choice for students over their learning to improve motivation and engagement
- active learning for all students and teachers
- promotion of higher order learning and thinking skills
- Personal Tutor groups within the school to nurture students' self esteem and aid a learners' sense of belonging to a community
- a wide choice of internationally recognised qualifications, learning routes and levels for students with flexible delivery
- student wellbeing and preparedness to live in the 21st century
- development of resilience to cope with situations and events outside students' daily experiences.

Context

- The school currently has 101 students on roll and has seen a 44% increase over the 2016-17 academic year
- The school roll is predominantly Thai (91%) with our international students coming from China, Indonesia, Malaysia, Trinidad & Tobago and the USA.
- A Sixth Form is currently being built (to open during the 2017-18 academic year)

Job description

Year 5 Teacher

Core Purpose:

- To promote the development of the abilities and aptitudes of the students in any class or group assigned.

Key Responsibilities:

- To plan, prepare and teach outstanding and good courses and lessons.
- To teach, according to students educational needs, the students assigned, including the setting and marking of work to be carried out by the student.
- To assess, record and report on the development, progress and attainment of students.
- To promoting the general progress and well-being of individual students and of any class or group of students assigned.
- To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions.
- To write records and reports on the academic, personal and social development progress and needs of the students as required.
- To communicate professionally and effectively with the parents/carers of students.
- To communicate and co-operate with persons or bodies outside of the school.
- To participate in meetings arranged for any of the purposes described above.
- To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- To participate in arrangements made for school PM policy for the appraisal or review of the teacher's performance and that of other teachers and staff.
- To participate in ongoing self review and further training and development, particularly those identified and outlined through the Performance Management process.
- To participate in cross school development planning.
- To implement all school policies.
- To advise and co-operate with the Headteacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
- To maintain good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- To participate in all scheduled meetings which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements, options evenings, Open days, the annual school festival , parent meetings and other events as requested by the Headteacher.
- To supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so. (Teachers should be required to cover only rarely, and only in circumstances that are not foreseeable. This does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover).
- To participate in arrangements for preparing students for external examinations, assessing students for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for students presentation for, and conducting, such examinations.
- To invigilate in emergency situations where invigilators cannot be found any public exams.
- To contribute to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations.
- To assist the Headteacher in carrying out threshold assessments of other teachers for whom the teacher has management responsibility.

- To take such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- To participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school.
- To attend and take assemblies as requested.
- Register the attendance of students and supervise students, whether these duties are to be performed before, during or after Academy sessions.
- To carry out clerical and administrative nature which call for the exercise of a teacher's professional skills and judgment.
- To tutor small groups and individual students as part of the school Personal Tutor programme.
- A teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties.

Professional Standards

- To establish fair, respectful, trusting, supportive and constructive relationships with students and school staff and stakeholders.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role
- Maintain an up-to date knowledge and understanding of the professional duties of teachers .
- Contribute to the development, implementation and evaluation of the policies and practice of the school, including those designed to promote equality of opportunity.
- Communicate effectively with students, young people and colleagues.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Encourage parents and carers to participate in discussions about the progress, development and well-being of their children.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment
- Work purposefully, collaboratively and co-operatively with all stakeholders.
- Have a creative and constructively critical approach towards innovation; adapting and adopting ideas where benefits and improvements can be made.
- Act upon advice and feedback and be open to coaching and mentoring.
- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Ensure full use of new learning technologies to engage learners - designing and uploading lessons including using video formats, wikis and forums.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public Examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Ensure secure knowledge and understanding of the subjects/curriculum areas and related pedagogy including: the contribution that the subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Use skills in literacy, numeracy and ICT to support teaching and wider professional activities.

Person specification

Year 5 Teacher

Attribute	Essential	Desirable
Qualifications / Training:	<ul style="list-style-type: none"> • Good honours degree • Qualified Teacher Status • Ongoing relevant CPD and a commitment to continuous learning for life. 	<ul style="list-style-type: none"> • Masters level or PHD qualification
Experience	<ul style="list-style-type: none"> • Evidence of successful and excellent classroom practice. • Evidence of securing regularly good/ outstanding student attainment and achievement outcomes • Evidence of a commitment to the pro active promotion of the equalities and diversity agenda. • Evidence of the successful use of ICT for learning • Evidence of excellent /good student behaviour management • Experience of being a well organised and efficient and effective administrator • Excellent ICT skills and ability to use a range of software packages to support learning • Demonstrable evidence of using a range of target setting and benchmarking data to raise attainment in area of work. 	<ul style="list-style-type: none"> • Experience of working in a school in challenging circumstances • Innovative classroom practice using ICT learning tools including handheld technologies and games
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> • Understanding of the current education scene • Ability to accept and give constructive criticism • Ability to inspire confidence, engender trust and gain consensus with colleagues and wider community. • Excellent written and presentational skills. • Excellent interpersonal skills and sensitivity to cross cultural issues. • Collaborative approach to decision making. • Ability to reflect and analyse and action both independently and collaboratively. • Ability to work co – operatively with others persuading, negotiating, and influencing in a variety of circumstances. • Ability to think and work creatively and flexibly whilst working with close attention to detail and under pressure to meet deadlines. • High expectation of oneself and others • Personal integrity, commitment to fairness and equity. • Ability to take, implement and follow through unpopular decisions. 	<ul style="list-style-type: none"> • Understanding of the future education scene • Commitment to community learning. • Knowledge and practical application of leadership, management and educational theory and philosophy

How to apply

Closing date for applications is Friday 1 June 2017

Interviews will be taking place throughout the application process.

Person Specification

The person specification is related to the requirements of the post as determined by the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

Job Description

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

Applying

If you decide to apply for this post please do the following:

- 1) prepare a formal letter of longer than 2 sides of A4 application addressing how your experiences and achievements specifically match the job descriptions and person specification in this pack. Please read all the information regarding the school and ensure your supporting statement/letter of application makes reference to the school and is not a generic letter.
- 2) prepare your CV, which should contain a recent photograph
- 3) return your supporting statement together with your CV to: graemesimpson@bloomsbury.ac.th.

Hatyai

Hatyai is one of the largest cities in Thailand and is located in Songkhla province. The city has many types of restaurants such as Thai, Vietnamese, Korean, Japanese, and Western. The cost of living in Hatyai is relatively low compared to Bangkok or other tourist spots such as Chiang Mai, Pattaya, or Phuket. There are always tourists in Hatyai from Malaysia, China, and Singapore so you can expect most people in town be able to speak some English. Hatyai International Airport, which is just 3 minutes from the School, is one of the largest airports in the country and has direct flights to other countries such as Malaysia and Singapore.

Additional information

Additional information can be found at our website: www.bloomsbury.ac.th