



Vienna International School Job Description

Job Title: **Class Teacher/Subject Teacher**
Responsible to: Section Principal
Conditions: The current Teaching Staff Working Agreement
Job Summary: Class/Subject teachers are central to the effective implementation of the School's Mission and Vision. The role requires a holistic understanding of the needs of students encompassing both pastoral and curricular aspects. Teachers are expected to work collaboratively in teams.

| Personnel Specification | Essential | Desirable |
|---|---|---|
| Minimum Qualifications | <ul style="list-style-type: none"> - Degree level qualification - Current registration to teach in country of qualification | <ul style="list-style-type: none"> - Advanced degree or other qualifications in related field |
| Professional Experience | <ul style="list-style-type: none"> - Minimum of two years teaching experience in a related field - Experience with inquiry-based learning approaches | <ul style="list-style-type: none"> - Experience with the relevant IB programme (PYP/MYP/DP) - Experience in a range of school settings - Experience of making a positive impact in areas of school priority - Evidence of continued professional learning & learning beyond initial qualification |
| Professional Understanding and Knowledge | <ul style="list-style-type: none"> - Understanding of how students think and learn in the 21st century - Ability to differentiate for different learning & language needs - Understanding of how technology impacts learning - Understanding of a broad range of assessment strategies relevant to a criteria-based curriculum - An understanding that all teachers are teachers of language | <ul style="list-style-type: none"> - Knowledge of how neuroscience inform current understanding of the learning process |
| Professional Competencies | <ul style="list-style-type: none"> - Proven track record of successful classroom teaching - The perseverance required to maintain high standards - The proven ability to cope with & support change - A willingness to contribute to the school and its community - The proven ability to work collaboratively in and with teams - The proven ability to communicate effectively with students, parents, colleagues and leadership staff - Actively supports the mission of the school - The ability to plan and write curriculum | <ul style="list-style-type: none"> - A sense of humour |
| Beliefs and Values | <ul style="list-style-type: none"> - A strong commitment to the beliefs and values of the three IB programmes - A strong commitment to the belief that all children can be successful - A willingness to support and promote the mission of the school, intercultural understanding and international mindedness - A willingness to actively promote Diversity, Equity, Inclusion and Justice - A commitment to harness learning and teaching technologies in order to support inquiring, inspired and involved lifelong 21st century learners | |



SPECIFIC RESPONSIBILITIES

Domain 1 - Planning and Preparation

The teacher is expected to:

- Demonstrate knowledge of subject area content.
- Demonstrate effective use of available materials and resources, including ICT where applicable.
- Demonstrate consideration of varied instructional models and assessment methods to optimize learning.
- Incorporate host country and multicultural resources
- Demonstrate knowledge of the developmental phases of learning (PYP).
- Develops plans to meet the varied needs of a diverse student population.
- Plan collaboratively for student learning.

Domain 2 - Teaching, Learning and Assessing

The teacher is expected to:

- Build on students' previous knowledge and experience.
- Use a range and balance of teaching strategies, including inquiry and real-life investigations.
- Understand and use technology appropriately to support learning.
- Develop strategies that will actively promote the IB Learner Profile.
- Tailor teaching strategies to address the needs of all students, taking into account different stages of development and learning styles.
- Address the needs of students who are not proficient in the language of instruction.
- Encourage students to take action, which promotes care and concern for the welfare of others and the environment.
- Encourage students to actively participate in their own learning.
- Engage students in becoming creative and critical thinkers.
- Provide students with regular opportunities for reflection on their own learning as a part of the assessment process.
- Use a range of formative and summative assessment strategies to inform and modify teaching and learning.
- Provide students with regular and prompt feedback to support and improve their learning.
- Display qualities such as patience, empathy, interest and concern for students.

Domain 3 – Learning Environment

The teacher is expected to:

- Create a safe and stimulating learning environment based on understanding and respect.
- Manage procedures and routines so that students are engaged.
- Manage student behavior in ways that enhance the overall learning environment and respect the student's dignity.
- Use a positive behaviour management approach which encourages responsible behaviour
- Recognize and avert potential behaviour problems.



Domain 4 – Professional Responsibilities

The teacher is expected to:

- Demonstrate a commitment to continuing professional development.
- Reflect on the effectiveness of his/her teaching and learning.
- Contribute to the on-going development of the school.
- Participate in team planning and collaborative activity.
- Provide clear communication with stakeholder groups as and when required.
- Maintain constructive and professional relationships with parents.
- Maintain constructive and professional relationships with all staff.
- Show respect, sensitivity and compassion towards others.
- Model the attributes of the IB Learner Profile.

General

The teacher is expected to:

- Support community related activities in the promotion of the 'life of the school'.
- Provide support for other activities as deemed appropriate by the Director within the scope of responsibilities as teacher.
- Any other duties that may, from time to time, reasonably be required within the general level of responsibility of the post.

Review

This Job Description will be reviewed as part of the School's Appraisal Process. It may also be reviewed by mutual agreement outside such a cycle at the request of either the Director or the post holder.

Framework

To support the post holder in the fulfilment of the terms of this Job Description, Vienna International School undertakes to provide, within the limitations of available resources:

- A full and appropriate induction programme
- Ongoing Professional Development opportunities linked to the strategic plan and agreed goals
- Personal and professional support as appropriate
- Equality of opportunity in career progression