

**Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.**

<b>Position Title</b>	Secondary School English Teacher	<b>Reference:</b> 210920
<b>Function/Department</b>	Academic	<b>Location:</b> Stamford American School, Hong Kong
<b>Manager Title</b>	Secondary School Principal	
<b>Position Type</b>	Fixed Term	
<b>Position Status</b>	Full Time	

### Position Objective

The role of the Secondary School Teacher is essentially to build and maintain a successful Secondary School program within the school by providing an educational atmosphere conducive to learning and developing through the process of inquiry.

### Responsibilities

**The job holder’s responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School’s Child Protection Officer/Designated Safeguarding Lead or to the Head or indeed to the Regional CEO so that a referral can be made accordingly to the relevant third party services.**

### Relationships:

- To develop trusting and effective relationships with the all the students in the classes and their parents
- To establish supportive, collaborative, and positive working relationships with all other members of staff
- To become a positive presence across the whole school and a representative of it within its wider community

### Educational role:

- Developing and executing the preparation, planning and delivery of student-centered learning activities for the student in the class
- Being a facilitator in the classroom and taking an interactive role with students
- Using a range and balance of teaching strategies
- Grouping strategies using a variety of different learning situations, including whole class, small group, partner work and individual work; at desks, on the floor, etc.
- Viewing students as thinkers with their own emerging theories
- Building on what students know, and differentiating to meet student needs
- Ensuring that the classroom environment is well-managed, properly ordered and neatly presented
- Planning to ensure that ‘students achieve more than they think they can’, by collecting and using data such as MAP scores, and other formative and summative assessments
- Planning which emphasizes connections among curriculum areas and explicitly focuses on trans-disciplinary skills

- Planning which accommodates a range of ability levels and learning styles; teachers are expected to modify and accommodate for students as needed, i.e. accommodating individual language needs (EAL), student support services, students who are struggling as well as students who need more of a challenge
- Planning in a collegial and professional manner with peers, showing respect, being prepared and on time, and adhering to the school wide meeting norms and team’s essential agreements at all times
- Involving students, parents and colleagues in the assessment process on a regular basis and as appropriate
- Involving students in shared reflection during, and at the end of, each unit, on a consistent basis
- Evaluating the program collaboratively with teaching partners, and parents and students as appropriate, using agreed flexible systems

**Extended professional role:**

Contributing towards the whole-school team spirit by taking every opportunity to promote the philosophy and policies of the Stamford American School Hong Kong

- Taking responsibility for the class during times of emergency
- Supervising the children at break/lunch and other unstructured times
- Ensuring that the children are safe and secure at all times
- Communicating regularly and positively with parents via timely meetings, class webs, reports and conferences

**Parents:**

- Coordinating parent meetings where appropriate to review a students’ progress
- Coordinating efforts of parents to assist with advisory volunteering duties or on excursions

**General:**

- To teach any classes as deemed necessary
- To provide any other reasonable duties delegated by the School Management

**Position Requirements**

- At least 3 years of experience in working with children as an English teacher with relevant qualifications
- Possess highly developed interpersonal and teamwork skills.
- Excellent verbal and written English skills
- Excellent references on request
- Proficient in using computers
- Proficiency in testing and reporting systems
- Experience with and knowledge of co-teaching

**Qualifications**

- Minimum Bachelor’s degree in Education or equivalent is required.

Preferred:

- Master’s degree in Education
- IBDP experience for teachers teaching IBDP courses
- SIOP trained

**Contacts**

- Other Stamford Teaching and Non-Teaching Staff
- Parents and Students
- PSA

### Working Conditions

- Duties performed within a school environment.
- Will be required to work independently and as part of a collaborative team effort.
- Extended working hours to complete some projects may be required Identify the working conditions and physical demands related to the essential duties – working outdoors, travel, and overtime.

### Terms of Employment

- Working Hours: 7:00 am – 4:00 pm, Monday to Friday
- Medical Benefits: Group medical insurance provided the applicant is not currently covered
- Probation Period: 3 months from date of commencement
- Pre-medical exam: N.A.
- Referee request: Required
- Background Check: Required

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