

JOB DESCRIPTION – Teacher of Maths (Senior School)

Teachers at Beech Hall School Riyadh will be responsible for delivering a bespoke approach to learning through a new lens, with emphasis placed on growing minds, hearts, eco responsibility, digital, innovation and being part of a global community. The Beech Hall Tapestry frames our curriculum, our approach and our educational footprint. All educational staff will be supported to deliver relevant and contemporary education, with excellent resourcing and a team of collaborative and child-centred colleagues. Beech Hall School Riyadh is a proudly non-selective and inclusive school, where the education is tailored to the learner, and not the other way around. All subject teachers are also home room teachers, offering pastoral support and nurture to a class of children.

ACCOUNTABILITY

Line managed by the Head of Department/Academic Deputy Head

Core Responsibilities:

Subject Knowledge

- Develop a love of Maths for all pupils;
- Experience of teaching English as part of the American curriculum (Common Core) and/or the IB;
- An understanding of how Maths is developed over time, taking into consideration skills, knowledge and understanding;
- Clarity of how the subject is assessed, and ensure that pupils have a rich and holistic understanding whilst also being well prepared for external assessments
- Embrace an innovative approach to curriculum and pedagogy, and a willingness to research and apply updated, best practice in all areas of education;
- Model a clear understanding of all subjects taught as part of the curriculum, with the ability to adapt and innovate, recognising that each child's learning will be tailored to their needs, abilities and interests;
- Model and take responsibility for promoting high standards of communication, collaboration, curiosity and creativity;
- Demonstrate a clear understanding of the development of reading, writing and maths, and how to enhance these throughout a thematic curriculum.

Curriculum Design and Adaptation

- Plan, create and develop exciting and engaging learning opportunities that enhance knowledge, skills and learning habits in all areas of the curriculum;
- Plan learning that takes into account the dual curriculum offered and considers how to extend learning opportunities by implementing the six strands of the Beech Hall Tapestry;
- Ensure pupils are fully prepared for external assessments and credits – American curriculum and IB
- Consider regulatory subjects in region and ensure that these are incorporated into the wider learning experience for students;
- Clearly plan for students of all abilities, accounting for those who need support or challenge by making sure that lessons are tailored to the needs of all students;
- Plan for effective use of digital technology;

- Plan for effective use of learning resources which optimise learning;
- Link planned outcomes and formative assessment opportunities to ensure that there is a deep understanding of next steps in learning;
- Use internal tracking systems to monitor and report on progress;
- Communicate clearly and regularly with parents with regards to learning, including: mindset, wellbeing and holistic progress as well as academic outcomes.

Learning and Teaching

- Facilitate and encourage bespoke high-quality learning which provides children with the opportunity to achieve their full potential
- Create and nurture a positive and inclusive learning environment which supports high expectations and a purposeful atmosphere;
- Treat students with respect, building relationships rooted in trust and at all times observing proper boundaries appropriate to a teacher's professional position;
- Provide students with regular written and oral feedback and encourage them to reflect and respond to their feedback
- Ensure that lessons are appropriately planned, delivered and reviewed;
- Promote a love of learning and children's intellectual curiosity;
- Ensure that all learning is engaging and responds to the needs of students, taking into account their pace of learning, their interests and their need for choice;
- Embrace the School's approach to inclusion and innovation;
- Support all children to behave with integrity, respect and compassion;
- Have an understanding of the importance of a smooth transition between year groups and classes;
- Place children central to the purpose of learning;
- Take into account the ideas, thoughts and suggestions of all children and act upon them accordingly, challenging appropriately.
- Make effective use of Teaching Assistants and Learning Support Assistants to support children in class.

Collaboration and Community

- Take on a home room teacher role, providing pastoral support to the children in your care
- Show the upmost respect of the local context;
- Regularly reflect on and critically evaluate your own teaching and the effectiveness of lessons and approaches to teaching;
- Be open minded to coaching and appraisal, taking on board praise and dialogue around development;

- Collaborate with colleagues across the team to develop best practice, share ideas and work cohesively to bring out the best in every member of the community;
- Work in partnership with Teaching Assistants, therapists and education support staff to support all students in the School;
- Share expertise through Professional Learning and Development (PLD);
- Engage in Action Research and be willing to experiment with approaches that could positively impact the wellbeing and development of students and subjects;
- Make a positive contribution to the wider life and ethos of the School including contributing to the broad co-curricular programme on offer;
- Develop a strong partnership with parents/carers and the wider community. Assist them to support their child's learning at home and communicate effectively with parents with regard to students' mindset and well-being;
- Show tolerance of and respect for the rights of others;
- Support and encouraging fundamental values such as the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- Have proper and professional regard for the ethos, policies and practices of the School and maintain high standards in personal attendance and punctuality;
- Present a positive image of the School to all other stakeholders.
- Any other reasonable requests made by the Senior Leadership Team

Safeguarding, Inclusion and Wellbeing

- Taking a proactive approach to safeguard all children and members of the School community;
- Commit to upholding all school policies and procedures;
- Be part of a fully inclusive school where all members of staff work together to provide a fully inclusive environment and working practices, free of bias and prejudice;
- Promote the general progress and well-being of all students and report concerns to a staff member;
- Provide guidance and advice to students on educational, pastoral and social matters;
- Ensure that students experience an educational programme that is personalised to their particular needs, developing their skills and abilities;
- Ensure positive behaviour for learning for all students in line with the School's policy;
- Work to foster a positive working environment in the subject area that supports students' learning;
- Provide an effective role model for students in terms of your own professional practice.
- Ability to plan learning opportunities with other colleagues, including best transition processes

Qualifications, Skills and Experience

- A relevant Bachelor's Degree in Maths;
- A Postgraduate Certificate of Education or Teaching Qualification
- A minimum of two years relevant teaching experience;
- Excellent working knowledge of the American system/IB system;
- A proven track record of effective teaching;
- A commitment to academic progress and the welfare and safeguarding of students;
- Knowledge and understanding of recent educational developments and best practice;



Beech Hall Riyadh

Beech Hall School is committed to safeguarding and promoting the welfare of children and young people. We execute rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults. The School expects all teaching staff, non-teaching staff and volunteers to share and uphold our commitment to safeguarding.