



TLT

THE LEARNING TREE

**Classroom Instructor
Job Specifications**

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TLT, a Pre Nursery- 11 school seeks dynamic teachers committed to inquiry-based, student-centered instruction.

TLT is an IB World School authorized by the International Baccalaureate to offer the Primary Years Programme (PYP) in grades K-5. The IB programmes offer TLT frameworks and guidelines that help structure teaching and learning. Using these frameworks, teachers write units of inquiry that address the key elements and concepts of the IB.

IB schools share a common philosophy—a commitment to high quality, challenging, international education that we believe important for our students. Only schools authorized by the IB can offer any of its academic programs: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, and the IB Career-related Programme (CP). Classroom Instructors report to the Principal. Each Classroom Instructor independently delivers an educational program for each course taught, including daily classroom instruction, within the framework of the adopted curriculum and pedagogy and in accordance with school policies and legal statutes.

Our Senior School is an authorized Cambridge International Examination School. Cambridge's international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. Our Cambridge O'Level and IGCSE programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources from CIE, a part of Cambridge Assessment, a department of the University of Cambridge.

Start Date: July 28, 2016

Minimum Qualifications : Bachelor's degree in education or subject specific field

Required Skills

- Enthusiastic and effective teaching style
- Effective listening ability and oral and written communication skills
- Proficiency in the use of personal computers, including word processing and grade management software
- Demonstrated ability to address the essential functions identified below

Desirable Qualifications

- Master's degree or equivalent in an education field or the specific subject matter being taught Experience teaching in International Schools (particularly schools offering the IB Primary Years Programme or Middle Years Programme)
- Demonstrated commitment to the tenets of the TLT Mission to “educate all children toward becoming conscientious, compassionate, and responsible citizens of the world,” and the school’s vision of “a world of understanding”
- Experience living or working internationally
- Ability to listen, speak, read, and write in English
- Experience teaching English Learners
- Experience working within a diverse, multicultural community

Duties Related to Student Learning Needs

- On a continuous basis, identify each student’s learning style and abilities, and knowledge and skills in relation to the curriculum and learning outcomes, by consulting prior grade teachers, analyzing prior assessments, and conducting formal and informal assessment (i.e. pre-, formative, and summative).
- Refer students with special needs to the school counselor and special education providers; participate as requested in all follow up processes (e.g. before-school, after-school, and evening meetings; paperwork); and implement modifications and accommodations as required, recommended, or determined to be appropriate.

Duties Related to Course Content and Instructional Materials

- Apply a program of instruction that targets specific learning outcomes tied to student learning needs and the school curriculum.
- Determine and follow a sequence of learning experiences for each course taught, developing and following written plans (i.e. unit plans and lesson plans) as the basis for instruction
- Use all instructional materials adopted by TLT, and develop/select and utilize supplementary materials as appropriate.
- Develop and teach short courses on subjects where personally passionate through the school wide Enrichment Model (SEM) program.

Duties Related to Teaching

- Apply teaching strategies consistent with student learning needs, the curriculum, and time allocations, appropriately challenging all students to maximize their individual learning progress.
- Make full and appropriate use of instructional time.

Duties Related to the Classroom Environment

- Create and manage a classroom environment conducive to student learning.
- Develop and communicate expectations regarding behavior and consequences to students.
- Demonstrate concern and regard for all students.
- Seek to develop relationships between self and students, and among students, based on listening, mutual respect, concern for others, and positive reinforcement of desired behaviors and attitudes.
- Maintain an appropriate physical environment, minimizing risk and maximizing safety and security.

Duties Related to Parent/Guardian Relations

- Ensure that parents/guardians are appropriately informed about the instructional program and classroom expectations and procedures through informational materials and communication structures, including effective use of school-provided online systems (i.e. Quickschools®, Google Apps).
- Communicate regularly via email, phone, written documents, and parent-teacher conferences regarding student academic and social progress and needs.
- Listen and appropriately respond to requests for information and assistance, as well as parental concerns and opinions, within the expected timeframes set by the school administration.
- Encourage parents/guardians to provide at-home educational support, including homework monitoring, on a regular basis.

Duties Related to Professionalism

- Develop and maintain standards of professionalism, including professional behavior and appearance.
- Arrive on time and stay through completion of all assignments (e.g. class sessions; supervisory duties; staff, committee, parent/guardian, student support, IEP, department, and other meetings; school events, etc.), or, in

cases of necessary absence, make timely advance arrangements for others to complete the assigned work (e.g. substitute plans, meeting input notes, etc.).

Duties Related to Professional Development

- Continuously improve teaching effectiveness. Conduct an annual self-evaluation of teaching competencies.
- Respond to performance review recommendations by setting specific goals for improvement and mapping appropriate professional development activities.
- Complete all required and assigned in-service trainings and professional certifications, including IB and CIE workshops, and take advantage of optional trainings.
- Identify and pursue other professional development programs and activities as need arises and opportunities present themselves.
- Participate in department, grade-level, and school wide curriculum planning and coordination, as well as various school committees

Duties Related to Management of Others

- Indirectly manage instructional aides, ensuring efficient and effective use of their time to directly deliver instruction and support student learning rather than to perform duties better assigned to volunteers.
- Directly or indirectly manage classroom volunteers, identifying needs and working with the volunteer oversight team to ensure appropriate and timely assignments, establishing regular administrative procedures and ongoing processes to effectively guide assigned volunteers, and maintaining a positive and productive working environment where volunteers thrive.

Additional Duties

- Take on mentorship and leadership responsibilities that contribute to the growth of students, staff, and school, while providing valuable personal and professional growth.
- Maintain appropriate individual, class, and program records.
- Perform additional duties as assigned by the Principal and the Director.

Application Deadline & Process

Positions remain open until filled. To guarantee consideration, apply by the posted Initial Review Date. The search committee may review applications received after this date at its sole discretion.

To apply, submit a one-page letter of interest, curriculum vitae or resume, and a list of at least three current references to employment@thelearningtree.edu.pk **(PDF files preferred)**

Benchmarks of Excellence

The Learning Tree seeks educators who combine demonstrated excellence in the classroom, affection and respect for young people, and willingness to participate in collegial work with fellow teachers. Teachers at the middle and upper school levels typically teach five sections (four in some disciplines), advise a group of students and are involved in other areas of student life. The Learning Tree School offers competitive compensation and excellent working conditions, including small class size and state of the art facilities.

Below is a list of benchmarks, identified by the Learning Tree faculty, for measuring excellence in teaching at TLT. In formal and informal evaluation, we look for the following in ourselves and our colleagues.

- A collegial relationship with co-workers.
- Adherence to agreed upon departmental, divisional and school-wide curricular goals.
- Appropriate and consistent classroom management.
- Appropriate and timely communication with students, parents and colleagues.
- Appropriate use of technology for teaching and assessment.
- Attention to the development of honesty, responsibility, respect and kindness in the TLT community.
- Behavior in accordance with the highest professional and ethical standards.
- Commitment to professional growth.
- Commitment to the mission of the school.
- Knowledge and use of a variety of presentation styles.
- Knowledge of and attention to various learning styles.
- Knowledge of and enthusiasm for the subject matter or activity.
- Knowledge of developmental matters appropriate to the age group.
- Participation in extracurricular school activities and interest in students' lives outside the classroom.
- Respect for and enjoyment of young people.
- Setting and maintaining appropriate high standards for students in all areas.
- Use of a variety of appropriate assessments of student work.