

Science Teacher
High School Campus
Job Description

General Description:

The High School science teacher works with the support of the department and grade-level team leader. Ideal candidates have taught IB/AP Chemistry, and preferred candidates have experience teaching students through an integrated science curricula as well. Those whose skills would transfer are encouraged to apply. As an ISZL teacher you'll participate in our student Personal Development Week (PDW) programme and assume pastoral responsibilities. All staff members either teach PSHE (social-health education), advise a homeroom or coordinate service projects.

School Wide Expectations:

- Will adhere to and uphold the ISZL Mission Statement
- Will adhere to and uphold the ISZL School Ethos and Culture
- Will adhere to ISZL policies and procedures
- Will participate in the ISZL Virtual Learning Environment & integrate technology as appropriate

Areas of Responsibility

Instructional Planning:

- Planning collaboratively for student learning;
- Planning based on agreed student learning outcomes and in the context of a coherent school-wide, division appropriate and subject specific programme;
- Involving students in planning for their own learning through appropriate and regular assessment;
- Planning which builds on students' previous knowledge and experience, working towards school and grade specific learning objectives and goals;
- Planning significant units of work within a framework of continuity and progression;
- Planning which emphasises connections between curriculum areas;
- Planning which accommodates a range of ability levels.

Teaching:

- High expectations and standards;
- Regularly updating pedagogical and subject knowledge
- Motivating and enthusing students;
- Using a variety of different teaching strategies and resources to cater for a variety of different learning situations and styles;
- Building on what students know;
- Where, appropriate, empowering students to feel responsible and to take action;
- Involving students actively in their own learning;
- Pursuing, where appropriate, open-ended inquiry and real-life investigations;
- Addressing the needs of students with different levels and types of ability;
- Using and developing course materials and resources to enhance delivery of the curriculum;

- Appropriate use of media and technology to support learning;
- Planning and delivery of an after-school club or sport at the school.

Assessment:

- Taking into account that planning, teaching and assessing are interconnected processes;
- Using a range and balance of assessment strategies;
- Using a range and balance of recording and report strategies;
- Involving students, parents and colleagues in the assessment process;
- Involving students in shared reflection;
- Benchmarking the results of assessment against school, age and national standards where required;
- Evaluating the teaching programmes collaboratively, using agreed flexible systems;
- Enabling students to see assessment as a means of describing their learning;
- Assessing the level of students' current experience and understanding before embarking on new learning.
- Offering regular, written, formative feedback on student progress.

Communication:

- Regular and appropriate contact with parents to provide feedback on academic performance, social integration and general progress;
- Regular and appropriate contact with school administration to share information on progress, curriculum, the results of assessment and overall learning environment.