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## **Annexure A: Job description attached to general contract of employment TEACHER, TUTOR AND ACADEMIC/LEARNING COACH JOB DESCRIPTION**

Teachers fulfil a multifaceted role in the classroom environment where the core of the teacher, tutor and academic coach is responsible for the development and implementation of teaching and learning activities. In order to fulfil this objective the teacher's role extends to facilitator and mediator of learning, researcher, pastoral carer, learning program developer, manager and administrator. It is thus expected that this role must be flexible and engaged in activities that support the ultimate goal of providing quality teaching and learning experiences.

### **Remuneration Details**

- Teachers:
  - ◆ Full-time teachers R 12,500 - R 18,500 per month basic salary - depending on relevant subject, enrollment statistics at the Academy, and candidates' experience.
  - ◆ Family member tuition discount, remote work, training and development opportunities, leadership training.
- Teaching assistants:
  - ◆ Flexible work (+20 hours per week) R 4000 - R 7500 - depending on relevant subject, enrollment statistics at the Academy, and candidates' experience.

### **Responsibilities**

- **Overall**
  - ◆ To teach and educate students according to guidelines provided by the National Curriculum Statement under the overall guidance of the competent education authority and relevant examination bodies (e.g. WCED and/or SACAI);
  - ◆ To teach and educate students according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care by the Executive Head.
- **High-Level**
  - ◆ Adopting and working towards the implementation of the school or Academy development plan they are giving service in;
  - ◆ Assigning work, correcting and marking work carried out by his/her students;
  - ◆ Participating in arrangements within an agreed national framework for the appraisal of students' performance;
  - ◆ Promoting the general progress and well-being of individual students, groups of students or class entrusted to him/her;
  - ◆ Providing guidance and advice to students on educational and social matters and on their further education and future careers; providing information on sources of more expert advice;
  - ◆ Communicating, consulting and co-operating with other members of the staff, including those having posts of special responsibility and parents/guardians to ensure the best interest of students;

- ◆ Reviewing and evaluating one's own teaching and learning strategies, methodologies and programme/s in line with the National Curriculum Statement guidelines;
- ◆ Advising and co-operating with the Executive Head, Assistant Head, Heads of Department, Education Officers, and other teachers in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral care arrangements;
- ◆ Ensuring high standards of professional practice and quality of teaching and learning of the subject/s. Through effective dialogue, participating in reciprocal peer review and observation of class teaching practice by the Head of Department (subject/level) concerned;
- ◆ Maintaining good order and discipline amongst students under one's care and safeguarding their health and safety at all times;
- ◆ Providing the necessary information and advice to the designated personnel in the school and/or College and to provide all the necessary information regarding requisitions and arrangements in connection with the teaching of the subject/s assigned to him/her;
- ◆ Ensuring the safe custody and optimum use of equipment normally used by oneself during lessons and sees to its regular servicing and maintenance;
- ◆ Participating in extra- and co-curricula assemblies and activities;
- ◆ Registering and monitoring the attendance of students under one's care;
- ◆ Sharing in any possible and reasonable way in the effective management, organisation, order and discipline of the institution;
- ◆ Nurtures a culture where teachers view themselves essentially as facilitators of learning and reflective practitioners;

#### → Specific Areas

##### ◆ Planning, Teaching and Class Management

- Planning, preparing and delivering lessons to all students in the (campus and distance) class;
- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge all pupils and ensure high levels of interest
- teaching according to the educational needs, abilities and achievement of individual students and groups of students;
- setting appropriate and demanding expectations
- setting individual pupils clear targets regularly that build on prior attainment
- identifying SEN or very able pupils
- identifying termly any pupils who are vulnerable and communicating them through the system
- providing clear structures for lessons maintaining pace, motivation and challenge
- carry out and make use of formative and summative assessments to ensure coverage of programmes of study
- ensuring effective teaching and best use of available time
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Use a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught

- taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy
- encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning
- develop/curate learning materials for the virtual school as a primary resource for educational content available to learners at a distance, and as a complementary or supplementary resource for learners who attend physical on-campus programs.
- Engage learners through the use of supplementary ICT resources such as WhatsApp and Facebook groups to monitor and consolidate extended education
- Making use of audiovisual technological devices/aides (such as radio aids; projectors) and other adaptations during the delivery of the lessons;
- Teachers shall be expected to teach students of different levels of achievement. Such teachers will preferably teach not more than two levels unless special circumstances warrant otherwise;
- Together with the Learning Support Assistants, developing and implementing the Individual Educational Programme (IEP) of students with Individual Educational Needs and participating in IEP and Individual Transition Plan (ITP) meetings;
- Ensuring that schemes and forecast of work carried out in class are handed to the LSA in good time so that the necessary adaptations and resources are made for use with students with individual educational needs in class;
- Regularly discussing, monitoring the work being carried out by the LSA in class;
- In the case of students with severe learning difficulties and with communication problems, ensuring that a Contact Book is daily updated with the necessary information including parents' signature;
- Liaising and collaborating with specialist teachers/resource persons and other professionals working with statemented students;

#### ◆ **Monitoring, Assessment, Recording, Reporting**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- mark and monitor pupils' work and set targets for progress
- assess and record pupils' progress systematically using the school system and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- undertake assessment of students as requested by examination bodies, departmental and school procedures
- prepare and present informative reports and to parents both orally and in written form
- assessing, recording and reporting on the development, progress, attainment and behaviour of one's students;
- setting-up, developing, providing or contributing to oral and written assessments, reports and references relating to individual students or groups of students;

#### ◆ **Curriculum Development**

- Have lead responsibility for a foundation subject or aspect of the Academy's work (when required) and develop plans which identify clear targets and success criteria for its development and / or maintenance
- participate in the Innovate Programme through joining working groups contribute to the whole Academy's planning activities

### ◆ Working Relationships

- achieve constructive working relationships with all staff
- direct, organise and manage the work of support staff within the classroom ensuring their effective and efficient deployment
- liaise effectively with colleagues to ensure the successful transition of pupils through the grades and classes of the Academy
- build and maintain cooperative relationships with parents and carers.

### ◆ Other Professional Requirements

- evaluate own teaching critically to improve effectiveness
- Take responsibility for one's own professional development including knowledge of school policies and procedures.
- Contributing to the professional development of new teachers and student teachers according to arrangements agreed with the Head;
- Keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings.
- Contribute to meetings, discussions and management systems necessary to coordinate the work of the Academy as a whole.
- Participating in staff, group or other meetings related to the curriculum or pastoral care arrangements, for the better organization and administration of the institution;
- Undertake break time and before class duties as directed to ensure the smooth running of the Academy
- Participate in performance management through the setting of personal targets and monitoring of performance within an agreed framework.
- Keep up to date and further your knowledge of Education through personal research, reading, observation and coaching opportunities
- Take on any additional responsibilities which might, from time to time, be determined
- Carry out the duties above and conduct yourself in a professional way

## Key requirements / Person specification

→ Essential on appointment

### ◆ Qualifications

- For teachers:
  - Qualified Teacher Status (BEd or PGCE) or presently studying towards BEd. or PGCE preferred
  - Eligibility for SACE Registration (Provisional or Full)
  - Or having completed a relevant first-degree qualification in the subject that you wish to teach
- For tutors / teaching assistants:
  - Presently studying or completed a first-degree course or
  - Demonstrable experience in a teaching or tutoring position

### ◆ Experience

- At least one years experience of teaching/tutoring at the appropriate level (monitored and substantive teaching practice included)

### ◆ Knowledge and Skills

- Thorough knowledge of the curriculum across relevant phase.
- Ability to challenge and support all pupils to do their best. providing clear structures for lessons maintaining pace, motivation and challenge
- An understanding of and commitment to equal opportunities for all students.

- An understanding of the principles of good classroom management and planning.
- Confident in using ICT for a range of purposes.

◆ **Personal Qualities**

- Have high expectations for all pupils
- Enthusiasm, commitment and energy.
- Good organisational and interpersonal skills.
- Ability to work positively and sensitively with pupils and parents.
- Ability to accept responsibility for planning and sustaining own professional development.
- Willingness to contribute to whole Academy initiatives, and support school improvement programmes
- Ability to work constructively as part of a team.
- Flexible, solution focused team player

→ **Desirable**

- ◆ Evidence of continuing professional development.
- ◆ Experience of Teaching a wide age range of pupils within the Senior and FET phases.
- ◆ Experience of working in a multicultural setting.
- ◆ Experience of planning and managing the work of teaching assistants.
- ◆ Sound basic knowledge of SEN, triggers and identifying learners at risks - including Academic and otherwise
- ◆ identifying termly any pupils who are vulnerable and communicating them through the school system
- ◆ Interest and/or expertise in a curriculum area.
- ◆ Ambition.
- ◆ Ability to motivate others.

Candidates who do not meet all the requirements above, must demonstrate an ability to learn and be committed to continuous improvement.