

Teacher Job Description

NEXUS INTERNATIONAL SCHOOL MALAYSIA

NISM is a privately owned international school in Putrajaya, near Kuala Lumpur Malaysia. The student body consists of expats from a large number of countries, members of government departments such as the Ministry of Foreign Affairs, and private fee paying Malaysians; the Secondary School roll is currently 380. NISM follows a British flavoured international curriculum, which includes IPC, IGCSE and IB Diploma. Over 60 learners are based in our Boarding House, adding to the diversity of our student population. The school is an inclusive environment and has a focus on personalisation of learning. ICT is fully integrated at all levels in the school; younger children are using iPads, the primary school has access to laptops in trolleys and learners from Year 5 – 13 have their own MacBook Pro laptops which are used across the curriculum. The school is accredited by CIS and is an Apple Distinguished School.

OUR PURPOSE

To educate the youth of the world to take their productive place as leaders in the global community.

OUR MISSION

To be acclaimed by the worldwide international education community as a provider of the highest quality international education which is specifically matched to the needs of our expatriate and local students

OUR CORE VALUES

- **RESPECTING** and caring for each other
- being dedicated to a culture of **EXCELLENCE**
- openness in **COMMUNICATION**
- acting with **INTEGRITY**
- being **PASSIONATE** in what we do
- creating **ENJOYABLE** environments

AT NEXUS INTERNATIONAL SCHOOL, WE PROMISE TO:

- Treat everyone as gifted and talented individuals and foster those talents and gifts through careful mentorship and guidance that is based on respect for all.
- Provide an environment that allows these talents to flourish; one that is innovative, progressive and grounded in trust, compassion and respect.

KEY OBJECTIVES OF THE POSITION

Consistent with Nexus International School policies, a the Head of English (Secondary) will be responsible for:

Pedagogy

- Apply the most up to date, research-based strategies to address the needs of diverse learners
- Use assessment effectively to support learning
- Create learning situations where skills, content and tasks are relevant, realistic and authentic
- Use a variety of teaching strategies to maximise learning for all
- Use ICT to enhance learning to support collaboration, content creation and communication
- Use inclusive strategies so that all learners can access the curriculum and make progress
- Support learners to set their own goals and objectives
- Promote self regulation and independent learning

Curriculum and Subject Knowledge

- Demonstrate excellent subject knowledge
- Demonstrate a high level of relevant curriculum knowledge
- Base planning and assessment on the learning goals of the curriculum and the competencies and mindset as defined by the Nexus philosophy
- Contribute to the whole school curriculum and monitoring processes. Collaborate with colleagues to plan curriculum delivery

Assessment and Record Keeping

- Assess learners as required by examination bodies, departmental and school procedures
- Prepare and present informative reports to parents and other stakeholders as required

Promoting and participating in learning communities and professional development

- Engage in personal learning and professional development
- Actively engage in the Teacher Performance Assurance Process
- Display a passion for teaching and learning by sharing ideas and innovating
- Seek feedback from others to improve learning and teaching strategies

Establishing a Culture for Learning

- Promote student voice in the classroom
- Develop and maintain a learning focussed classroom
- Implement 'restorative practice' strategies to encourage positive relationships with all

Values and Responsibilities

- Be involved in Extra-curricular Activities to enhance the school experience for learners including residential excursions, CCA's and Boarding House Duty.
- Support learners to be successful
- Engage and collaborate positively with all members of the school community
- Model the skills and attitudes of a global citizen, through presentation, personal and professional conduct

Other duties and responsibilities

- Take part in marketing and liaison activities such as Open Days
- Take on the role of a form tutor/mentor as required
- Operate within the stated policies and practices of the school
- Cooperative to ensure effective use of resources to the benefit of the school and learners

Reporting lines

- A Teacher reports directly to the Head of Department/Milepostleader.
- The Principal, Heads of Schools and Deputy Heads of Schools are responsible for the Performance Assurance of teachers in conjunction with the direct line manager.

PERSONAL SPECIFICATION

Qualifications and Training

- A degree plus teaching qualification (or equivalent)
- Higher degree or recognised professional qualification (preferred)
- Evidence of continued relevant professional development

Experience desirable

- Teaching learners with diverse language and learning needs
- A range of settings ideally also in an international school environment Using technology in learning
- The IPC, IGCSE or/and IBDP curriculum (as appropriate to age taught)

Please note that a minimum of three years relevant work experience is required to secure an employment pass for overseas nationals. This need not necessarily be in the field of teaching. NQTs can be considered for the post provided they have work experience elsewhere.

Person Qualities

The successful candidate will:

- Plan, develop and deliver rigorous learning experiences that address learners with a variety of language and learning needs (including autism, global delay, English and an additional language, Dyslexia etc. as well as highly academic learners).
- Develop and foster the learners' confidence and skills to enable them to become autonomous self regulated learners.
- Build learning focused relationships.
- Have excellent collaboration and teamwork skills that result in effective co-planning and co-teaching.
- Be a confident user of technology to transform learning.
- Be a reflective practitioner and a life-long learner.
- Deal effectively and non-confrontationally with learners, staff and parents to positively influence others.
- Be community and internationally minded and want to participate beyond their classroom.



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