

BABSSCo Summer Schools

Job Description & Person Specification | Senior Teacher, Harrow

Job Description

Job title	Senior Teacher, Harrow Summer School
Reporting to	Director of Studies (ultimately Academic Principal)
Background to role	Harrow School is the founding member of the British Association of Boarding School Short Courses (BABSSCo), which hosts and runs English as a Foreign Language (EFL) courses at four major independent schools in and around London: Dulwich College, Harrow School, Heathfield School & Mill Hill School. Harrow School and Mill Hill School are operated directly by Harrow School Enterprises Ltd (HSEL).

Harrow Summer School is our teenage centre which caters for over 300 students aged 13-17, and Mill Hill Summer School is our junior centre which hosts just under 100 students aged 9-13. Each summer we welcome students from over 45 different countries, all of whom come on residential courses and live in the School's Boarding Houses for the duration of their stay. As well as running mixed-nationality courses, we also arrange closed courses for large groups of students from a single nationality.

Primary role	The Senior Teacher has a full teaching timetable and works an additional 5 hours per week providing support to teachers. This support may be with lesson planning, selecting and adapting materials for use in class, creating materials for fieldwork and assisting and/or training teachers in IT skills needed in order to complete student projects.
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In their teaching role, the Senior Teacher is responsible for planning and delivering a course of dynamic and effective lessons to develop students' listening, speaking and pronunciation skills. Lessons are student-centred and communicative, with a focus on functional language that will enable students to participate fully in the course when outside the classroom. BABSSCo has an open curriculum to which EFL Teachers are expected to contribute, planning their courses based on an analysis of the needs of their students and considering the language that will be useful for the activities and excursions in the students' schedules.

As well as delivering English classes, EFL Teachers also assist with placement testing and manage student-led projects.

The management structure is detailed below and highlights the position of this role:

Academic Principal > Director of Studies > **Senior Teacher**

Principal duties	The following points cover the areas of responsibility for teacher support: <ul style="list-style-type: none">• Liaise with teachers who are new to BABSSCo before the start of their contracts to answer any questions which could be best addressed by a fellow teacher• Assist in the delivery of informative and effective teacher induction sessions in conjunction with the Academic Principal and DOS team• Assist teachers with planning Learning Overviews and lessons appropriate to BABSSCo course objectives and student needs
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- Help teachers select appropriate lesson aims which are expressed in terms of learner outcomes
- Help teachers select and adapt materials for use in class. Suggest appropriate resources from BABSSCo supplementary resource materials
- Provide support to teachers before lesson observations. Review lesson plans of teachers who are new to BABSSCo or request support
- Review observation feedback from managers and provide support to teachers based on this feedback, assisting them develop specific aspects of their teaching
- Assist in the organisation of teaching resources on the intranet
- Share teaching tips and ideas with teaching staff. Encourage the exchange of ideas and materials amongst teaching staff
- Review, update and create BABSSCo teaching resources related to students' activities and excursions and fieldwork sessions. Encourage teachers to incorporate these materials into their lessons
- Assist and/or train teachers with IT skills needed in order to complete student projects, in particular with video projects and internet-based projects
- Occasionally cover short managerial shifts staffing the Resource Room
- Attend teacher and staff forums as required and pass on concerns voiced by members of the teaching team to academic managers
- Refer any concerns about teachers to the DOS to ensure appropriate support can be put in place at the earliest opportunity. This may include concerns about teaching performance, administration, attitude, safeguarding, and how well teachers are adjusting to the environment and fitting in with their colleagues at BABSSCo
- Create a log of hours worked in the Senior Teacher position and share this with the DOS and Academic Principal. Ensure hours worked are spread across the summer programme in accordance with teacher need, with the expectation that there will be a greater need for support at the beginning of the programme

The Senior Teacher is also responsible for teaching on the academic programme. The points below cover the key operational areas of responsibility for EFL teaching:

Teaching

- Contribute to the smooth running of placement testing and ensure test papers are accurately marked
- Conduct a needs analysis to assess the learning requirements and interests of your class of students. Use this information to inform your course and lesson planning
- Deliver effective, enjoyable and dynamic English language lessons that develop students' speaking, listening and pronunciation skills, focus on functional language, and are appropriate to student and course needs
- Be organised and prepared for each lesson and present in the classroom five minutes before the start of class
- Identify desired learner outcomes for each lesson which are in line with the focus of the course and are shared with your class at the beginning of each lesson
- Manage a student-led project which results in an attractive and complete end product that can be presented to other students. Ensure all students benefit linguistically from its execution
- Deliver scheduled stand-alone classes to groups of students other than your own class with a focus on students learning through enjoyment
- Run at least one fieldwork session per course, where students leave the classroom to practise communicating with native speakers. Prepare students linguistically for this and supervise them carefully outside the classroom
- Make appropriate use of available technology (IWBS/projectors, computer labs etc.)
- Use appropriate learning materials and acknowledge the source of any materials photocopied or adapted from published materials
- Contribute to the bank of materials available to teachers by sharing materials developed for use at BABSSCo
- Manage student discipline effectively and adhere to the disciplinary procedure
- Make effective use of the merit system and student prizes to incentivise students to learn

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- Ensure student folders or workbooks show clear evidence of learning and are neatly presented
- Make an accurate assessment of student level and progress by means of documented performance assessments

Administration and Attitude

- Become familiar with BABSSCo policy by reading the Employment Handbook and attending an induction session. Comply with BABSSCo policy and Code of Conduct
- Complete pre-course administrative requirements (DBS and equivalent checks, returning contract pack etc.) accurately and on time
- When on site, behave in a manner that is expected of someone in care of minors at all times, even when off duty
- Contribute to the safeguarding of all students and deal sensitively and professionally with any student welfare issues. Induct students adequately with regard to emergency procedures, course rules and welfare and complaints procedures
- Prepare a pleasant and inviting classroom environment and return your classroom to its original condition at the end of use
- Conduct attendance checks in the first five minutes of every lesson and adhere to the absentee procedure
- Write a Learning Overview outlining the planned course content. Demonstrate reference to your needs analysis and an adherence to BABSSCo course objectives
- Complete a record of work directly after each lesson to summarise and reflect on what was taught, which could enable an effective handover to a new teacher
- Complete an attendance register accurately and fully during the course of each lesson
- Administer student feedback questionnaires and assist in the compilation of feedback from initial feedback questionnaires
- Complete a clear lesson plan for one or more observed lessons which details learning aims and the stages you have planned to achieve these aims
- Complete student reports that are encouraging, well presented and give an accurate reflection of each student's ability and conduct
- For each course taught, participate in a course photo, an awards ceremony and a farewell party. Make a short and encouraging farewell address in the awards ceremony
- Attend occasional staff meetings and be attentive to communication from the DOS team
- Maintain a high standard of personal presentation and adhere to a 'smart-casual' dress code
- Show an active interest in professional development by attending or presenting Teacher Development seminars or demonstrating involvement in other developmental activities such as peer observations
- For teachers who are returning to work at BABSSCo, provide support and guidance to help new teachers adapt to their role at BABSSCo, sometimes by being paired with a new teacher as a teaching buddy
- Relate well to colleagues and managers and contribute to the creation of a positive and supportive working environment. Respond positively to managerial feedback and guidance

Person Specification

	Essential	Desirable
Education Educated to degree level.	X	
Experience At least 3 year's previous teaching experience in ELT. Previous experience working at BABSSCo. Experience of working with 13-17 year olds.	X X X	
Qualifications CELTA, TESOL or equivalent.	X	

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DELTA, Trinity Diploma or equivalent	X
MA in TEFL	X
CELTYL	X
PGCE (Secondary or Primary Education)	X

Skills & Personal Qualities

Has excellent communication skills, including the ability to give frank feedback in a sensitive manner.	X
Has an excellent understanding of the pedagogy underlying classroom practice.	X
Can provide guidance and encouragement to teachers on academic matters, including the teaching of speaking, listening and pronunciation.	X
Can produce high-quality teaching materials.	X
Responds to teachers who are stressed in a calm and professional manner. Avoids taking things personally.	X
Can delineate the extent of support they are able to provide to teachers.	X
Provides a clear and accurate model of the English language.	X
Is enthusiastic about working with teenage learners; can motivate and engage teenagers.	X
Can plan a balanced scheme of work based on a needs analysis and BABSSCo course objectives.	X
Can adapt teaching to the requirements of the BABSSCo summer school environment.	X
Can analyse and explain vocabulary, grammar and pronunciation systems.	X
Can assess a student's level through conducting oral interviews.	X
Can handle discipline well and deal firmly but sensitively with young learners.	X
Is comfortable with public speaking.	X
Is comfortable with lessons being observed.	X
Has good administrative skills.	X
Is actively interested in professional development.	X
Responds positively to managerial feedback.	X
Is punctual, reliable, flexible and organised.	X
Can deal sensitively and professionally with student welfare issues and is culturally sensitive.	X
Handles confidential information appropriately.	X
Enjoys working as part of a team but can also work independently.	X
Works calmly and responds politely under pressure.	X
Is hardworking, with high stamina.	X
Has a high standard of personal presentation.	X

Terms & Conditions

Contract duration	A six-week teaching contract of 120 hours with an additional 30 hours providing teacher support
Hours of work	<p>The Senior Teacher devotes an average of 5 hours a week to teacher support. Around two hours per week are scheduled in advance of the summer by the Academic Principal in consultation with the Senior Teacher. The remaining hours are delivered on an ad-hoc basis at a time that is mutually convenient to the Senior Teacher and teacher/s requiring support</p> <p>In their role as a teacher, the Senior Teacher is expected to deliver the contracted</p>

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	number of hours per course across the duration of their contract. These contracted hours are lesson hours rather than contact hours; teachers are paid for breaks that fall within lessons. Most lessons are scheduled in the morning but there is additionally some weekend and afternoon and evening lessons, as dictated by the activity schedule
Salary	EFL Teacher pay starts at £21.20 per hour and increases to a maximum of £31.70 per hour. Points on the pay scale are awarded based on the age group taught, qualifications held, previous teaching experience and loyalty to BABSSCo, with increments of £0.75 per point. The Senior Teacher is paid at their EFL Teacher rate for their contracted teaching and teacher support hours. They are additionally expected to fulfil the teaching administrative requirements of the course and prepare their lessons. They should expect to spend 5-10 hours per week on administrative requirements including attendance of staff meetings and awards ceremonies in addition to time spent planning lessons
Holidays	Staff paid hourly are paid 12.07% per hour in addition to their base rate of pay in lieu of holiday
Probationary period	One Week
Notice period	One Week
Other benefits	<ul style="list-style-type: none"> - Accommodation on site if required. Staff are accommodated in Boarding Houses normally also occupied by students, but with private staff-only bathroom facilities. Although there are dedicated pastoral staff in each house, all residential staff have a duty of care to any students in their Boarding House - Breakfast, lunch & supper each day - Laundry (commercial laundry, once per week) - Subsidised use of Sports Facilities at Harrow School
Terms & Conditions	<p>This position is subject to completion of the following pre-employment checks:</p> <ul style="list-style-type: none"> - Satisfactory explanation of all gaps in education and employment history - A satisfactory Enhanced Disclosure and Barring Service (DBS) check if you have spent more than 90 days in the UK at one time - If you have worked or been resident overseas in the previous three years, equivalent overseas police checks from those countries - Verification of identity and right to work in the UK - Verification of qualifications and professional status - A check from the list held under Section 142 of the Education Act 2002 (Barred List Service check) - Receipt of at least two references which are satisfactory to HSEL, one of which will normally be from your most recent employer unless this employer was BABSSCo. Written references will be verified by telephone. References produced by candidates will not be accepted. Reference requests will ask specifically whether there is any reason that you should not be engaged in situations where you have responsibility for, or substantial access to, persons under 18 - A clear Teacher Reference Number Check (TRN) in the case that you have Qualified Teacher Status (QTS)

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, s/he must report any concerns to his/her Line Manager or BABSSCo's Designated Safeguarding Officer.

The above list is not exclusive or exhaustive and the post holder may be required to undertake other duties within their capability. All staff are required to be co-operative and flexible.

Harrow School is an equal opportunities employer.