



BRITISH INTERNATIONAL SCHOOL RIYADH

OUR EXPECTATIONS OF A TEACHER

One of our aims at BISR is to ensure that documentation has meaning and that it will not be consigned to a file, unread and never to be read. We have decided to eschew formal job descriptions and replace them with statements of expectation. We hope that these will be lively documents which will capture something of the realities of the tasks with which they are concerned. They require individuals to use their discretion to interpret what is written down in a way meaningful to the role to which they have been appointed.

Teachers take on a huge number of roles. Most teachers play several of them, sometimes, if rarely, consecutively, at others, and more often, concurrently. This variety is what gives the job its fascination and its interest. It also contributes to its complexity. It makes it hard work.

Our system of outlining expectations incorporates the values we expect our staff to hold, the responsibilities they bear and the tasks they undertake. All this can be summarised in a simple sentence, a sentence that contains a plethora of meanings:

“Everything we do has to be in the interests of the students for whom we work.”

A teacher at the British International School Riyadh accepts that her or his role is:

- To promote the School’s consciously expressed culture;
- To espouse the fact that it is an independent school;
- To acknowledge that the primary and secondary sections constitute one School;
- To act, as everyone else, as a teacher of English;
- To use differentiation in our teaching;
- To be sensitive to the complexity of the relationships that pertain within the School;
- To be sensible about expenditure;
- To behave appropriately within and without school;
- To accept that he or she bears, as does everyone else connected to the School, a responsibility for marketing it.

He or she must be committed to the fulfilment of the School’s strategic intents:

- a) In academic matters, to foster and communicate a culture of high expectations, focused on teaching and learning;
- b) In pastoral matters, to ensure that each student is given the individual attention she or he requires;
- c) To recognise that we all in some ways exercise leadership responsibilities; to ensure that any formal leadership or managerial responsibilities he or she holds are fulfilled in such a way that the School’s aims are promoted;
- d) To develop one’s own professional expertise as fully as possible;
- e) To contribute to making the school welcoming and accessible to the wider community;
- f) To ensure that the resources used in teaching and learning are as good as they can be within the bounds of affordability.

Further to this, every member of staff has some responsibility towards the provision of extra-curricular activities. Each member of staff is also responsible for ensuring that students' behaviour is appropriate and as good as it can be.

Last, but not least, the tasks of a teacher *qua* teacher are to:

- Be passionate about your subject;
- Know your subject and constantly seek to improve your subject knowledge;
- Know your students;
- Teach well using a variety of methods and techniques;
- Set work regularly;
- Assess work regularly in a positive and helpful manner;
- Monitor your students' performance, against previous performance and against estimates of their ability;
- Reflect upon how you teach and how your students learn;
- Talk often and regularly to your colleagues about teaching and learning;
- Report accurately and honestly, but with sensitivity, on your students' progress;
- Encourage students to become involved in the wider life of the School;
- Participate in the wider life of the School;
- Get out and about from your classroom/subject area.

Above all, you must espouse and be seen to espouse the values that:

- Education is a good in itself;
- Academic work is intrinsically enjoyable;
- Learning is a life-long pleasure.

In short, you must embody the School's culture.

September 2009