

PRIMARY SCHOOL TEACHER

JOB DESCRIPTION

1. CONTEXT

The French school Arthur Rimbaud welcomes around 500 students from Nursery school to Grade 12 (Secondary school degree). Within the local competitive environment, the French school stands out thanks to:

- A strong engagement to provide quality education.
- A wide range of activities on offer to develop students' identity and civic responsibility (extra-curricular activities) ;
- Students provided with an individualized care, from their first day at the French school until the day they leave the institution.

To maintain the quality of education offered at the school, a position for a primary and/or secondary school teacher has been created to teach according to the French curriculum.

2. JOB DESCRIPTION

The teacher will report directly to the school director and the assigned supervisor. The candidate is assigned as a primary school teacher. They are an integral part of the pedagogical team responsible for designing the reception and education project in collaboration with school professionals (teachers, center coordinators, the principal education counselor, and the director in particular) and ensuring the implementation of procedures to support students' development in a reassuring environment.

They will actively contribute to creating a climate of well-being within the institution and positively contribute to its development.

To teach:

- The teacher must be able to finely identify the specific needs of each student to adapt pedagogical and didactic responses according to age and current programs, organize schedules and spaces to enable successful education.
 - The teacher's pedagogical actions vary according to the classes, and they must be able to adapt the content.
 - The teacher's action should be designed in collaboration with the entire educational team and school life. Pedagogical sequences must be planned.
 - The teacher must refer to the current national French education programs to build their teaching sequences.

DUTIES AND AREAS OF COMPETENCE (SEE THE COMPETENCE REFERENCE FRAMEWORK FOR TEACHING STAFF - FRENCH EDUCATION SYSTEM

[:https://www.education.gouv.fr/bo/13/Hebdo30/MENE1315928A.htm?cid_bo=73066](https://www.education.gouv.fr/bo/13/Hebdo30/MENE1315928A.htm?cid_bo=73066)):

• Teaching:

- Mastery of disciplinary knowledge and its didactics:
 - ❖ having a good didactic mastery of teaching oral and written language.
 - ❖ Designing and implementing lessons according to the assigned class while adhering to French programs.
- Use clear and appropriate language and integrate mastery of written and oral language by students:
 - ❖ Mastery of the English language for communication purposes at a B2 level (at least - written and oral expression).
 - ❖ Mastery of the French language for communication (written and oral expression).
- Build, implement, and animate teaching and learning situations considering student diversity:
 - ❖ Pay appropriate attention to all students and provide them with suitable support.
 - ❖ Ensure the success of all students by offering differentiated pedagogy. ❖ Implement specific measures considering student needs, personalized support (pedagogical support for struggling students and assistance with personal work).
 - ❖ Know the main elements of sensory, cognitive, motor, and linguistic development, pre-adolescent, and adolescent psychology,
 - ❖ Master pedagogical individualization as a response to the needs of all students.

- Organize and ensure a group operating mode that promotes student learning and socialization:
 - ❖ Contribute to ensuring the well-being (physical and psychological) and safety of students, preventing and managing school violence, identifying any form of exclusion or discrimination, as well as any signs reflecting situations of great social difficulty or abuse.
- Evaluate student progress and learning i. Master the digital culture elements necessary for their profession. ii. Assess students' progress and achievements within the school's systems.

• **Team work and co-education:**

- Cooperation within the team:
 - ❖ Rely on consultation moments to include the reception and education project in the school and institution's project.
 - ❖ Execute and follow management procedures and decisions. ❖ Implement educational activities and projects: in collaboration with colleagues, other schools, various organizations, and institution partners.
 - ❖ Contribute to the implementation of cross-disciplinary education, particularly health education, citizenship education, sustainable development education, and artistic and cultural education. ❖ Be able to work within a multidisciplinary team.
- Contribute to the educational community's action and cooperate with students' parents and institution partners:
 - ❖ Possess interpersonal skills: listening, diplomacy, psychology, patience. ❖ Be available, autonomous, and have strong adaptability: adjust their schedule and working hours to the institution's requirements if necessary.
 - ❖ Have the ability to work closely with families to establish trust-based relationships and contractualize their education with the necessary flexibility.
 - ❖ Be in contact with students' parents within a professional framework.
- Establish and maintain a conducive learning environment:
 - ❖ Avoid any form of devaluation towards students, parents, peers, and any member of the institution.
 - ❖ Have organizational skills, rigor, a sense of responsibility, the ability to manage and follow a procedure, and be methodical.
 - ❖ Show initiative, anticipation, organization, adherence to deadlines, prioritization, discernment, knowledge of the educational environment (especially the French education system). iv. Manage stressful situations.
 - ❖ Help identify signs of risky behaviors and contribute to their resolution.

• **Values and Professional Commitments:**

- Act as a responsible educator in line with ethical principles:
 - ❖ Punctuality and adherence to schedules.
 - ❖ Respect the confidentiality of individual information concerning students and their families.
 - ❖ Respect and ensure compliance with procedural rules and usage charters.
 - ❖ Mobilize students against stereotypes and all forms of discrimination, promote equality between girls and boys, women and men. iv. Monitor student attendance (manage absences and delays with school life).

• **Support students in their learning journey:**

- ❖ Advise students and families.
- ❖ Fill out liaison forms or any necessary documents for administrative student follow-up.
- ❖ Be aware of changes in educational pathways (knowledge of the education system, opportunities, possibilities).

• **Engage in an individual and collective professional development process:**

- ❖ Be able to evaluate their teaching, practices, and propose adjustments.
- ❖ Master disciplinary knowledge and its didactics.
- ❖ Participate in training activities proposed by the department, including remote training. iv. Share experiences within the team, analyze practices, and be proactive.
- ❖ Participate in training activities.

• **Other expectations:**

- Professional appearance;
- Reactivity and proactivity;
- Professional discretion and a sense of confidentiality.

• **Other missions:**

- Follow specific files in coordination with the headmaster.

EXPERIENCE, EDUCATION, AND QUALIFICATIONS:

- The candidate should have a university degree in the field of education or in the subject he is supposed to teach - or equivalent, and the CRPE or equivalent.
- The candidate should have a minimum of 2 years experience as a teacher in an international school.
- In the absence of this, in addition to qualifications to teach the relevant subject, the candidate should demonstrate proven international experience and have language skills at a level corresponding in English to, at least, B2 of the Common European Framework of Reference for Languages. Subject to compliance with French regulations, they will teach according to the teaching methods.

SPECIFIC CONSTRAINTS RELATED TO THE POSITION:

- Be available for families, students, teams, adhere to administrative deadlines and evaluations, etc.
- This position requires significant investment and preparation hours outside of service hours.
- The workload may be more intense at certain times than at others.