



THE AMERICAN SCHOOL IN ENGLAND

Job Description and Person Specification

Job Title: Upper School Economics Teacher

Reports to: Department Head

Based at: TASIS The American School in England, Coldharbour Lane, Thorpe, Surrey, TW20 8TE



General Responsibilities:

- Deliver lessons to mixed ability classes, with 5 sections of teaching (fulfilling “The Teacher Professional Standards” outlined below);
- Differentiate tasks and work to suit the needs of individual students;
- Team teach with another Upper School teacher in the department;
- Plan, prepare, set class and homework assignments and tests;
- Act pastorally in an advisory capacity to a group of about 6 - 8 students, usually of the same grade;
- Attend departments meetings, student meetings, faculty meetings and parent/teacher conferences;
- Participate in Curriculum Development, Professional Development and Safeguarding meetings;
- Calculate and assign grades and written comments for students;
- Supervise 1 study hall **or** lunch-time supervision across campus per week; and
- Supervise an after school extra-curricular activity two days per week.



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The Teacher Professional Standards

Planning and Preparation:

- Designs and administers authentic and meaningful student assessments, analyzes student performance and growth data, and uses the data to improve instruction
- Collaboratively creates and implements effective and rigorous standards-based units of instruction, consisting of well-structured lessons with measurable outcome
- Uses differentiated instruction in planning and delivery of lessons
- Develops clear criteria for learning outcomes and shares these with students
- Provides choice in the class with regard to assessments, topics, etc.
- Demonstrates knowledge of previously learned material and resources
- Demonstrates a clear understanding of individual learning needs and provides evidence of accommodations within each lesson, most notably for LRC, EAL, and highly able students
- Designs coherent instruction incorporating a variety of instructional strategies,
- Explores and adopts technology solutions that will enhance student learning
- Embraces a growth mindset and a belief in each student's ability to learn, grow, and flourish

Instruction:

- Promotes the learning and growth of all students by providing high quality, coherent, standards-based instruction
- Sets clear instructional goals, and provides exemplars, rubrics, and guided practice to meet standards
- Provides timely, meaningful feedback for students to increase motivation and build on existing knowledge
- Checks for understanding both within and after lessons and makes adjustments to instructional delivery when needed
- Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability
- Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers
- Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with learning differences, English language learners, and highly able students.
- Provides opportunities for students to be authentic researchers
- Provides opportunities for students to own their investigations and learning
- Engages students in multiple effective teaching and learning strategies
- Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges
- Uses assessment data to drive instructional decisions



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Classroom Environment:

- Creates and maintains a safe and collaborative learning environment that values respect, tolerance, diversity, and equality
- Manages classroom procedures and transitions
- Manages student behavior effectively and sensitively
- Listens thoughtfully, respectfully, and responsively to individual learners
- Nurtures intellectual curiosity
- Establishes a culture of learning, inquiry, and critical thinking
- Motivates students to take risks, challenge themselves, and claim ownership of their learning
- Supports authentic student leadership roles and encourages collaboration among students
- Motivates students to persist in the face of challenges by communicating a belief in their ability to achieve and work hard
- Fosters independence
- Emboldens personal responsibility
- Encourages students to reflect upon learning and builds this reflection into the lesson
- Supports students in setting and monitoring attainable goals
- Challenges students how to be globally competent and internationally minded

Professional Responsibilities:

- Commits fully to school life outside the classroom, including but limited to the residential program, advisor program, after school activities, and sports
- Assists the Head of School through words and actions to help the School realize its Mission
- Consistently contributes relevant ideas and expertise to planning and decision making at the school, section, department, and/or grade level
- Maintains accurate, timely, and up-to-date records in regards to students learning and non-instructional duties
- Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness
- Maintains appropriate confidentiality
- Committed to safeguarding the welfare of children and young people
- Reinforces the School's rules, and policies
- Contributes to a healthy learning and supportive community with teaching and non-teaching colleagues by sharing knowledge, resources, and insights openly and energetically
- Engages in positive relationships where civility, trust, and respect are consistent guides
- Participates in teaming, coaching, and classroom observations to model and give feedback to colleagues
- Contributes collaboratively to the growth and development of the curriculum
- Regularly uses two-way communication with families about student performance and learning and responds promptly and professionally to communications from families
- Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values

The School is fully committed to safeguarding the welfare of children and young people and expects the same from its employees. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.



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Person Specification:

Qualifications/Professional Bodies

Essential:	Desirable:
A university degree in Economics and/or History (BA, BSc)	A Master's Degree
	Experience supervising IB Extended Essays

Experience

Essential:	Desirable:
Minimum of 2 years' full-time teaching experience in Economics	Previous experience within an international education environment
Economics teaching experience	Previous experience in an IB School with experience in contributing to all aspects of the program
	Previous experience within a boarding school environment
	Experience of co-educational settings
	Experience of teaching AP

Skills/Knowledge

Essential:	Desirable:
Strong communication skills both verbal and written	Experience using Rubicon Atlas
Strong Technological Competence – school data base, grading program and support programs (Managebac, Google docs, MS Word, Adobe Acrobat)	Knowledge of AP curriculum and IB curriculum
Experience and expertise in writing student report comments	Knowledge of American Pedagogy
Excellent classroom practice and planning skills	

Personal Attributes

Essential:	Desirable:
Willingness to embrace the TASIS England Mission	
Committed to lifelong learning and the TASIS Learning Journey Program	
Adaptable and creative with a proven ability to motivate students	
Empathic, enthusiastic and outgoing	
Strong communication skills both verbal and written	
Organized and able to meet deadlines	
Collaborative and willing to participate in extra-curricular activities	
Supportive of school policies, procedures, rules and regulations	
Commitment to equal opportunities for students and colleagues	
Committed to supporting a diverse, equitable and inclusive educational and working environment	
Committed to safeguarding children and young people	