

Job Description

Job title:	English Language Teacher
Group:	CfBT Education Services (B) Sdn Bhd
Dept/Project/Service:	English Language Project
Reports to:	Educational Project Manager
Responsible for:	N/A
Usual office base:	Brunei Darussalam

Project Overview:

CfBT provides education services to Brunei Darussalam in support of the bilingual education policy to raise standards of English in line with the Government's aspirations for a diversified modern economy.

CfBT achieves this through the selection, orientation, support and management of educational professionals. CfBT also provides a range of extra services in areas such as transfer of experience, teacher training, curriculum support, materials development and publishing.

Job purpose and scope:

To teach English effectively in school; improve the involvement and attainment of learners; develop the professional capacity of self and colleagues; and act as a positive representative of CfBT in Negara Brunei Darussalam

Job Objectives:

1. Planning

- a) Demonstrate a sound knowledge of the syllabus, scheme of work and role of English within the bilingual system by:
 - i. planning lessons which take into account the government's aims, syllabus and students' learning needs, both in English and across the curriculum
- b) Prepare a coherent teaching programme which ensures continuity and progression by:
 - i. providing a detailed, neat scheme of work in the record book for each term at the beginning of the year that complies with Ministry of Education and CfBT requirements
- c) Prepare lessons in accordance with the scheme of work and examination system by:
 - i. specifying suitable aims and objectives, procedures, aids and materials, taking into account individual needs and characteristics, and recording this information in the record book.
 - ii. incorporating a balance of activities and patterns of interaction to develop students' accuracy and fluency across the skills

2. Classroom Practice

- a) Present the contents of what is taught in an appropriate manner by
 - i. presenting a topic, area of language or concept clearly
 - ii. using suitable aids, materials and methods for the class and its level

- iii. maintaining a suitable presence, establishing a rapport, projecting one's voice audibly and with clarity
- b) Maintain appropriate standards of classroom management and discipline by:
 - i. deploying a range of approaches to create and maintain a purposeful, orderly and safe environment for learning.
 - ii. managing pupil behaviour through the use of appropriate rewards and sanctions and being aware when it is necessary to seek advice or support
 - iii. sustaining the interest and motivation of the students
 - iv. signalling stages within a lesson, and giving clear instructions
- c) Provide adequate practice of language by:
 - i. logically sequencing a range, variety and balance of activities
 - ii. providing meaningful controlled and less-controlled practice to develop students' awareness and production of forms and functions of language across the skills
 - iii. setting comprehension and composition tasks, both in the classroom and for homework, in accordance with the scheme of work

3. Assessment

- a) Demonstrate an understanding of the principles and methods of assessment by
 - i. using effective questioning techniques to check what pupils have learned
 - ii. ensuring all exercise books are marked up to date indicating all mistakes in written work and providing opportunities for correction
 - iii. setting tests and examinations
 - iv. using varied Assessment for Learning strategies to ensure that students know what they are doing well and what they need to do to improve
 - v. preparing tests with appropriate layout, content, validity and reliability in accordance with school regulations
- b) Provide regular feedback to the students on their progress by
 - i. marking promptly, thoroughly and accurately and processing results
 - ii. analysing results to identify students' strengths and weaknesses to develop appropriate teaching programmes
 - iii. recording results systematically as required by the school
 - iv. providing students with achievable, specific personal targets based on their own written work

4. Administration

- a) Maintain records of students' marks and progress by:
 - i. completing records promptly and accurately to school and Ministry of Education requirements
 - ii. maintaining accurate and up to date assessment for learning records and other assessment records that may be requested by CfBT and/or the Ministry of Education.
 - iii. fulfilling form teacher or other duties as required by the school
- b) Maintain records of teaching by
 - i. providing a clear and accurate record of teaching by fully and neatly completing the record book in accordance with the syllabus and scheme of work.

5. Personal Professional Qualities

- a) To meet expected standards of conduct by
 - i. dressing smartly and culturally appropriately both in and out of school.
 - ii. following CfBT requirements with regard to communications with client representatives in schools.

- iii. showing respect for the religion, culture and customs of Brunei Darussalam in attitude and behaviour.
 - iv. fostering good relations in personal dealings with colleagues and those in authority.
 - v. demonstrating patience and co-operation in daily school life in line with school policies and development plans and how these relate to your teaching.
 - vi. being punctual for all school commitments.
 - vii. acting as a positive ambassador for CfBT at all times
- b) To satisfy attendance, medical and leave requirements by
- i. signing in and out of school daily and for emergency absence during the school day.
 - ii. completing leave application and permission to leave the State application forms as required.
 - iii. notifying and providing documentation for all medical and compassionate leave to the school and CfBT as required

6. Additional Duties

- a) Carry out duties as required by CfBT, the Ministry of Education and the school by
- i. participating in national celebrations.
 - ii. participating in school celebrations and functions.
 - iii. fulfilling supervision duties as required by the school.
 - iv. substituting for absent teachers when required by the school.
 - v. attending workshops, professional groups, conferences and other events which may take place outside school hours but within the stipulated number of weekly working hours.
 - vi. running exam preparation classes outside school hours as required.
 - vii. performing national examination duties as requested by the MoE/school/CfBT
- b) Contribute to the school's co-curricular and extra-curricular activities programme
- i. initiating and running suitable extra-curricular activities.
 - ii. participating in the school's ECA and sporting programme
- c) Contribute to the life of the school by
- i. joining in social events in and out of school
- d) Foster the transfer of experience
- i. sharing expertise and materials with local colleagues.
 - ii. participating in and, when possible, presenting workshops on professional topics.
 - iii. supervising and supporting UBD teacher trainees when required.
- e) Contribute in other reasonable ways to CfBT's capacity building programme as required

7. Project Contributions

- a) To contribute to at least one CfBT/MoE educational project by
- i. selecting and completing relevant Teaching Plus Modules
 - ii. participating in Special Interest Groups (SiGs)
 - iii. supporting existing CfBT/MoE special projects

8. Professional Development

- a) To demonstrate a commitment to reflective practice and professional and organisational development by
- i. taking advantage of opportunities to further qualifications, proficiency and knowledge.

- ii. formulating an action plan with objectives which are specific, measurable, achievable and time-bound.
- iii. maintaining a Personal Professional Profile and completing professional development documentation required by the client.
- iv. undertaking formal professional development such as ICELT/DELTA or workplace professional development through Teaching Plus modules or project work as agreed with an Education Project Manager.

Person Specification

Knowledge

Essential:

- Knowledge of effective teaching and learning practices and strategies
- Knowledge of current English as an Additional Language (EAL) teaching practices and strategies
- Knowledge of how to translate curriculum documents into cohesive teaching programmes including an understanding of learning objectives and learning outcomes
- Knowledge of effective classroom and behavior management practices
- Understanding of Assessment for Learning (AfL) principles and practices

Desirable

- Knowledge of how second language acquisition occurs
- Formally acquired knowledge of current AfL theories and practices
- Knowledge of cultural factors that influence teaching and learning

Experience

Essential:

- Relevant teaching experience (3 years)
- Relevant EAL experience (1 year)
- School contributions including extra-curricular activities (ECAs)

Desirable

- Teaching experience in a mainstream classroom setting
- Teaching experience in a range of EAL learning environments
- Overseas experience

Skills

Essential:

- Cultural adaptability
- Professional adaptability, flexibility and resilience
- Team player who will share knowledge with CfBT and Bruneian colleagues
- Excellent interpersonal skills
- Excellent administrative skills including teaching records and student learning/progress

Desirable:

- Proficient use of Word, Excel and Power Point
- Speaker of an additional language other than English
- Mentoring

Competency Band: TBC

Key Competencies for the role:

Our Values	Key Competency 1	Key Competency 2
Excellence - Creating and Leading Success	Delivering excellent services	Creating value
Integrity - Supporting and Building Trust	Building respect	Valuing views & needs of others
Accountability - Delivering and Improving	Driving performance	Developing self and others
Collaboration - Engaging and Partnering	Engaging others to achieve goals	Influencing and negotiating

Job Family: Service Delivery/ Operations Leadership

Education Development Trust is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.