



# JOB SHEET LOCAL RECRUIT

## PRIMARY AND/OR SECONDARY SCHOOL TEACHER – ENGLISH, LLCE, LCE AND EMILE

### FRENCH SCHOOL ARTHUR RIMBAUD

MASAKI CAMPUS | DAR ES SALAAM

Job Description: Primary and/or Secondary School Teacher

#### Background

The French School Arthur Rimbaud, Dar es Salaam, welcomes 430 pupils from the Kindergarten to Terminale on two campuses.

The French School provides competitive educational services and stands out for:

- Exceptionally high quality of teaching with an ambitious curriculum,
- A diverse range of activities that contribute to the personal and citizenship development of our students,
- Personalised support for students from the beginning till the end of the education at the School.

In order to maintain the quality of education offered at the school, a position for a Primary and/or Secondary School Teacher has been created for teaching English, LLCE, LCE and EMILE and other related services.

#### Job Brief

The Primary and/or Secondary School Teacher will report directly to the School Principal and an assigned Supervisor. The candidate is assigned in the primary and/or secondary school as an English teacher. To this main mission can be added the teaching of CLIL, LCE or LLCE. He is an integral part of the pedagogical team which designs the reception and schooling project in conjunction with the school's professionals (teachers, center coordinators, the Principal Education Adviser and the headteacher in particular) and a guarantor of the execution of procedures in ensuring students evolve in a reassuring space.

He/she will actively participate in achieving a feeling of well-being of the establishment and contribute with a positive influence to its development.

## To Teach

- i. The teacher the teacher must know how to finely identify the specific needs of each of his students to adapt the pedagogical and didactic responses according to age and the programs in force, to arrange times and spaces in order to allow successful schooling.
- ii. The teaching action of the teacher is different according to the classes and he must know how to adapt the contents.
- iii. The teacher's action must be thought out in conjunction with the entire teaching team and school life. The teaching sequences must be planned in advance.
- iv. The teacher must refer to the French national education programs in force to build his teaching sequences.

## A. Management

(See reference framework for teaching staff skills – French Education System)

### 1. Teachings

- a. Mastering disciplinary knowledge and its didactics
  - i. Have a good didactic mastery of the teaching of oral and written language;
  - ii. Design and implement its lessons according to the class in which the teacher is assigned, while respecting the French programs
- b. Use a clear and adapted language and integrate in its activity the mastery of the written and oral language by the pupils
  - i. Mastery of the English language for communication purposes and as part of his teaching level C2 (written and oral expression).
  - ii. Mastery of the French language for communication purposes (written and oral expression).
- c. Build, implement and animate teaching and learning situations taking into account the diversity of students
  - i. Give all students appropriate attention and support;
  - ii. Ensure the success of all students by offering a differentiated pedagogy;
  - iii. Implement specific measures taking into account the needs of students, personalized follow-up (pedagogical support for students in difficulty and help with personal work);
  - iv. Know the main elements of sensory, cognitive, motor and language development, pre-adolescent and adolescent psychology;
  - v. Have a mastery of pedagogical individualization as a response to the needs of all young people.
- d. Organise and ensure a mode of operation of the group that promotes learning and socialisation of students
  - i. Contribute to ensuring the well-being (physical and psychological), the safety and security of pupils, to preventing and managing school violence, to identifying any form of exclusion or discrimination, as well as any sign that may reflect situations of great social difficulty or abuse.

- e. Assess student progress and learning
  - i. Master the elements of the digital culture necessary for the exercise of his profession.
  - ii. Evaluate the progress and achievements of students within the framework of the establishment's systems
  
2. Teamwork and Co-education
  - a. Cooperate within a team
    - i. Rely on consultation times to include the reception and schooling project within the school and establishment project.
    - ii. Execute and follow management procedures and decisions
    - iii. Implement educational activities and projects: in liaison with colleagues, or other schools, various organizations and the establishment's partners
    - iv. Contribute to the implementation of cross-cutting education, in particular health education, citizenship education, education for sustainable development and artistic and cultural education.
    - v. Be able to work in a multidisciplinary team.
  
  - b. Contribute to the action of the educational community and cooperate with the parents of pupils and the partners of the School/establishment
    - i. Have interpersonal skills : listening skills, diplomacy, psychology, patience;
    - ii. Be available, autonomous and have a strong ability to adapt: she (he) adapts, if necessary, her schedule and working hours to the requirements of the establishment;
    - iii. Ability to work closely with family to build relationships; trust, to contract this schooling with the necessary flexibility;
    - iv. To be in relation with the parents of pupils within the framework of professional contacts.
  
  - c. Establish and maintain a climate conducive to learning
    - i. Avoid any form of devaluation towards students, parents, peers and any member of the establishment.
    - ii. Have a sense of organization, rigor, sense of responsibility, know how to manage and follow a procedure, be methodical.
    - iii. Know how to be: Spirit of initiative, anticipation, organization, respect of deadlines, sense of priorities, discernment, knowledge of the educational environment (in particular the French educational system).
    - iv. Manage stressful situations.
    - v. Help identify any signs of risky behavior and contribute to its resolution.
  
3. Professional Values and Commitments
  - a. Act as a responsible educator and according to ethical principles
    - i. Attendance and respect of schedules.
    - ii. Respect the confidentiality of individual information about students and their families.
    - iii. Respect and ensure respect for the rules of procedure and the charters of use.

- iv. Mobilize and mobilize students against stereotypes and discrimination of all kinds, promote equality between girls and boys, women and men.
  - v. Control the presence of students (management of absences and delays with school life)
- b. Supporting students in their learning journey
    - i. Advise students, families;
    - ii. Fill in the liaison sheets or any document necessary for the administrative follow-up of the students;
    - iii. Be aware of changes in training courses (know the education system, opportunities, possibilities.)
  - c. Engage in an Individual and Collective Professional Development Process
    - i. Be able to evaluate his teaching, his practices and propose adjustments.
    - ii. Master the disciplinary knowledge and its didactics.
    - iii. Be involved in the training actions offered by the department, including remotely;
    - iv. Share their experiences as a team, analyze their practices and be proactive;
    - v. Participate in training actions.
4. Other expectations
    - a. Good presentation
    - b. Reactivity and proactivity
    - c. Professional discretion and sense of confidentiality
  5. Other assignments
    - a. Follow-up of particular files in liaison with the Head of the Establishment

## B. Experience, Training and Diplomas

1. The establishment offers a British international section from CP to CM2. Its ambition is to extend this offer to secondary schools with a view to creating a BFI. As such, experience in IS and/or BFI is desirable .
2. The candidate must be a native speaker of the language of the section (ie: British)
3. The candidate will have to have the necessary qualifications to teach their discipline in the section's partner country. (preferably history-geography)
4. Failing this, in addition to his/her qualifications to teach the discipline concerned, the candidate will demonstrate proven international experience and will benefit, in all language skills, from a level corresponding to C2 of the Common European Framework of Reference for Languages. Subject to compliance with French regulations, he will teach according to the teaching methods specific to the section's partner country (ie Great Britain).
5. Employment is accessible with a diploma corresponding to a baccalaureate +3 /equivalent or more.
6. A university degree from the UK education system is required.

### C. Specific Constraints Associated with Job

1. Be available for families, students, teams, meet administrative deadlines and assessments, etc.
2. This position requires a significant investment and hours of preparation outside of service hours.
3. Work may be more intense in some periods than others

### D. Remuneration

According to experience, diplomas and policy

### E. Duration

According to the schedule defined by the Head of Establishment with specific constraints.

### F. Starting Up

According to Contract

### Professional Decorum

#### The Employee hereby agrees:

- He/she is to observe professional discretion concerning the Employers proprietary information, supplies and equipment including and not limited to, the unauthorized dissemination of use of facts, information and or documents to which the Employee has access to in the performance of his/her duties, during the term of employment.
- He/she is to communicate in writing to his/her supervisor of any services to be carried out outside this Job Description. This information must be transmitted before, during and at the end of the requested service.
- It is prohibited to receive unauthorized personal visitors in a private capacity at his/hers place of work.