

About Discovery College

1450

students
enrolled in
2017-18
in Years
1-13

101

creative and
energetic
teachers

50

student
nationalities

Our Vision

GROW

Be passionate about being the best we can be.

DISCOVER

Find wonder in the world around us.

DREAM

Dare to make a difference for yourself, humanity and our planet.

This vision statement, created by the College community when the school was founded in 2007, recognizes Discovery College's belief that students are to be independent, critical and creative thinkers, equipped with the skills, attitudes and values to contribute positively in this complex world in which we live. At Discovery College we believe that powerful learning and teaching occurs under a shared spirit of respect, which dignifies and prizes our diversity of experiences and perspectives, reaches into our traditions as well as into the future, excites a passion for ongoing inquiry and strives to help all learners reach for enduring excellence.

School Information

Discovery College was established by the English Schools Foundation to serve the needs of the local and expatriate communities in Hong Kong. It is a full Years 1 to 13 school offering the PYP, MYP and Diploma programmes. The College uses English as the medium for teaching and learning. There is also a strong emphasis on the acquisition of Chinese (Putonghua) as a second language. The College strongly supports all subject areas with a robust academic curriculum, including the performing and creative arts, design technology and ICT. As a Private Independent School within the English Schools Foundation (ESF), Discovery College has no catchment area in its admission policy, meaning that students from all over Hong Kong can apply to study.



Teacher

Opportunities

- To demonstrate your people skills in building collaborative networks within the teaching staff
- To co-design units and team teach with teachers from all areas
- To access high quality professional leadership development opportunities through ESF and across the Asia-Pacific region
- To support colleagues through mentoring and coaching
- To participate in the implementation of Positive Psychology as a foundation for wellbeing
- To support the pastoral programme, including the embedding of Restorative Practice
- To recognise and support Visible Learning as a key foundation for student achievement



Application Process and Timeline

Please refer to the closing date listed on the Discovery College website.

Resumes or CVs may be submitted to the Principal by emailing jobs@dc.edu.hk.

Please note: to be considered for this position, all applicants must register and submit an application for the position online through <http://recruit.esf.edu.hk>.

60

outstanding
secondary
classroom
teachers

11

curriculum
departments

42

unique
learning teams
providing
pastoral
support

Job Description

Job Name

Class Teacher

Job Summary

The main role of the classroom teacher is to maximise student learning and development through the planning, preparation and teaching of the curriculum to meet students' individual learning needs and achieve specific student outcomes. Teachers teach a range of student abilities and classes and are accountable for the effective delivery of their curriculum. The classroom teacher engages in critical reflection in order to improve their knowledge and skills to better engage students and improve their learning.

Classroom teachers assume roles beyond the classroom in endeavouring to maximise students' learning. These roles include working collaboratively with colleagues and other members of the school community, and communicating with parents and care-givers.

The classroom teacher's contribution to the school goes beyond the classroom. They participate in the development of the school policies and programmes and assist in the implementation of school priorities. All classroom teachers may be required to undertake other duties in addition to their teaching duties.

Main Accountabilities

Teaching and Assessment

- Planning lessons and sequences of lessons to meet student's individual learning needs and to ensure student's progression
- Using a range of appropriate strategies for teaching and learning and classroom management
- Use flexible groupings and structured inquiry to deliver high quality lessons in line with the IBO philosophy
- Maintain a well organised and stimulating learning environment
- Use learning technologies enhance learning
- Using information about prior attainment to set expectations for students
- Using a range of assessment and reporting methods that show student's achievement in relation to learning outcomes
- Providing clear and constructive feedback to students and their parents and caregivers

Wider professional roles

- Planning and engaging in professional learning activities that support school and systematic priorities
- Taking responsibility for own professional development and using the outcomes to improve teaching and students' learning
- Making an active contribution to the policies and aspirations of the school
- Ensuring administration of classroom procedures are completed efficiently
- Collaborating with members of the school community to build a team environment that supports students' learning

Core Competencies Required

Adaptability

Analysis / problem solving

Collaboration

Communication

Team centred

Self reflection

Planning & Organising Work

Translating Strategies into Plans & Actions

Valuing & Integrating Diversity

Learning Agility

Leading Change

Written Communication

Work Standards/ Quality Orientation

Creativity/Innovative/ takes initiative

Formal Presentation

Developing Talent

Having a thorough and up-to-date knowledge of the teaching of their subject(s), their students, curriculum, pedagogy, education-related legislation and the specific teaching context.

Awareness of the school's organisation.

Job Description

Additional responsibilities may include

- Managing a year level or subject area
- Assisting with or managing an aspect of daily school management
- Assisting year level co-ordinators, curriculum co-ordinators, student management co-ordinators, principal and vice principal with the performance of specific functions
- Assisting with or managing a specialist function such as sport, careers, student welfare, excursions or camps co-ordination
- Supervising a range of student activities including support and welfare programmes
- Developing a school transition programme and facilitating the associated orientation programme
- Managing and supervising a team of teachers in the planning, implementation and review of teaching and learning programmes
- Leading the development of curriculum policies and programmes
- Contributing to the Foundation-wide professional development programme

Development / Training to support core competencies

Development activities and relevant courses to be negotiated as part of the performance management process

Minimum Typical Education

Bachelor Degree in Education, or Bachelor Degree in any subjects with PGCE (Postgraduate Certificate of Education), or equivalent

Minimum Typical Experience

An understanding of the IB and the key underpinnings of the curriculum frameworks is essential.