

The International School of London
Job Description- PYP Classroom Teacher

Job Title: PYP Classroom Teacher
Location: 139 Gunnersbury Avenue
Hours: Full time
Reports to: Primary Principal

General:

To carry out the professional duties of a teacher and in accordance with the school's policies, under the direction of the Primary Principal.

Duties and Responsibilities:

Planning

- Collaboratively design and implement Units of Inquiry aligned with the IB Primary Years Programme (PYP), ensuring integration of transdisciplinary themes and subject areas.
- Develop high-quality, inquiry-based lesson plans that align with the school's curriculum guidelines and support agency, conceptual understanding, and student interests.
- Establish clear learning goals and success criteria and share them with students to promote self-assessment and ownership of learning.
- Use student data, prior knowledge, and observations to inform lesson planning, differentiation, and intervention.
- Collaborate with specialist teachers, inclusion staff, and leadership to ensure a coherent and consistent approach to learning across the grade level.
- Incorporate curriculum resources purposefully to support specific learning outcomes and standards.
- Design learning experiences that include meaningful opportunities for reflection, goal setting, and self-assessment.

Teaching & Class Management

- Deliver engaging, differentiated instruction that meets the needs, abilities, and interests of all students.
- Use a range of instructional strategies, resources, and technologies to support diverse learning styles and deepen inquiry.
- Foster a safe, inclusive, and stimulating classroom environment that supports independence, collaboration, and respectful relationships.
- Promote and model the IB Learner Profile attributes and encourage student agency, voice, and choice in their learning.
- Manage classroom routines, behaviour, and transitions effectively to maximize instructional time and ensure a well-organized learning environment.
- Reflect on and improve teaching practice through regular self-evaluation, feedback, and professional dialogue.
- Participate in extracurricular programmes and school events, including classroom assemblies, community service, and PYP celebrations.

Monitoring, Assessment, Recording & Reporting

- Use a variety of formative and summative assessment strategies to monitor student learning, inform instruction, and support academic growth.
- Maintain accurate and up-to-date records of student achievement, attendance, and behaviour in line with school and IB expectations.
- Analyse assessment data to identify trends, adjust planning, and differentiate for individual learner needs.
- Prepare clear, comprehensive written reports that reflect student progress, achievement, and next steps for learning.
- Conduct effective parent-teacher conferences and informal meetings to communicate students' academic, social, and emotional development.
- Collaborate with the inclusion team and leadership when developing, implementing, or reviewing Individual Learning Plans (ILPs) and other support strategies.
- Engage students in the assessment and reporting process through self-assessment, goal setting, and reflection.
- Ensure all assessment and reporting practices align with the IB PYP philosophy, focusing on growth, student agency, and holistic development.

Curriculum Development & Integration

- Develop transdisciplinary learning experiences rooted in the IB PYP that connect core subjects through meaningful inquiry.
- Integrate curricular resources to support conceptual understanding and problem-solving skills in math.
- Implement Science of Reading practices to support literacy development, including phonemic awareness, decoding, fluency, and comprehension.
- Design science instruction that builds scientific knowledge, inquiry skills, and engineering design thinking.
- Create and use specified learning targets to monitor and support academic growth across subjects.
- Incorporate Digital Citizenship lessons to empower students to use technology safely, ethically, and effectively.

Pastoral Care

- Foster a safe, inclusive, and caring classroom environment where every student feels valued, respected, and supported.
- Build strong, trusting relationships with students, demonstrating empathy, fairness, and consistency.
- Promote students' social, emotional, and physical well-being through daily interactions, classroom routines, and responsive teaching practices.
- Serve as the primary point of contact and advocate for each student in the homeroom, monitoring their overall well-being, attendance, and engagement.
- Support students in developing positive attitudes, self-management skills, and respectful relationships with peers and adults.
- Identify and respond sensitively to students' pastoral needs, referring concerns to the appropriate staff (e.g. counsellor) when necessary.
- Communicate regularly and effectively with parents and guardians regarding students' pastoral and social development.
- Model and promote the IB Learner Profile attributes and the school's values in all aspects of classroom life.
- Support a sense of belonging and community within the class and across the school through participation in assemblies, community events, and pastoral initiatives.

- Collaborate with colleagues to create a coherent approach to pastoral care across the school, contributing to the development and review of related policies and practices.

Care & Guidance

- To be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer
- To ensure all educational practices are in line with the school's health and safety procedures and policies.

At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from their line manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following a discussion between the Head of School and a member of staff.