

Job Description

Ref no 17/09/211

Job Title	Teacher of English (locally engaged, and hourly paid)		
Directorate or Region	Bangladesh	Department/Country	Teaching centre
Location of post	Dhaka	Pay Band	Teacher Salary Scale
Reports to	Academic Manager or Coordinator	Duration of job	1 year

Purpose of job:

To facilitate the effective learning of English both inside and outside the classroom, in order to enable learners to use English more effectively, and to increase their understanding of contemporary UK culture.

Context and environment:

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

The Teaching Centres, presently five, offer a full range of English courses to various target audiences, from school children aged six and up to business people and aspiring emigrants. We also offer teacher training courses and run at least one CELTA a year. However, what, where, and how we teach is constantly evolving in line with customer demands and opportunities.

The British Council aims to expand its teaching operation in Bangladesh over the next two years to make it more convenient for prospective customers to attend English courses.

The teaching operation currently runs courses from 0745 to 2115, seven days a week, and for six terms per year. Teaching continues throughout the year with short breaks for placement testing in between each term. Teachers currently take their leave during these breaks and Ramadan.

Teachers can be asked to work up to five days per week and their two consecutive days off will vary each term depending on the needs of the timetable/customers. Customers can attend courses of one, two or three classes per week.

Training and development is a high priority in our work and we rely on our teachers to take an active and participative role in what the centre offers.

Accountabilities, responsibilities and main duties:
Accountabilities

- delivering teaching to the highest standards of ELT
- enhancing British Council's reputation as a world authority in ELT
- continuing professional development and sharing of best practices

Duty 1: Teaching and student support

To plan, prepare and deliver effective and motivating English language classes using appropriate materials. To take account of individual learning styles and provide an environment conducive to learning.

Responsibilities:

- Lessons are delivered according to published timetables and are purposefully planned and managed in accordance with the curriculum and target objectives, methodology statements, global/local quality standards and learner needs
- Effective use is made of available learning technologies to achieve lesson aims and to enhance the British Council's reputation as the world's authority in ELT provision.
- Good relationships with customers and colleagues are maintained and the teaching centre's activities and plans are supported
- Being on the premises and being ready to teach the first class at least 30 minutes in advance of the lesson.
- Substitution lessons are planned and delivered with reference to the record of work for the class.
- Student counselling is carried out as prescribed in local procedures and to published deadlines. Learners are made aware of suitable learning paths and actively encouraged to re-register.
- Homework is set and progress/achievement tests are administered, assessed and recorded according to the published guidelines for the course. Regular feedback is given to learners and/or other stakeholders such as parents or sponsors.
- Students are encouraged to give feedback on courses and teaching methodology both formally and informally and their comments are evaluated and implemented where appropriate.
- Constructive feedback on course materials, structure and content is given to course managers.
- Student and class records are maintained in hard copy and/or electronic format as specified by local policies.
- Student absences or recommended course transfers are dealt with promptly in consultation with senior teachers and customer relations staff. Reports, certificates and other documents are distributed within requested time frames
- Safeguards and guidelines are applied and upheld in line with standards and policy for the following areas:
 - Child protection
 - Equal opportunity and diversity
 - Health and safety

Duty 2: Non-teaching administration tasks

To complete non-teaching tasks as required, for example coordination/project work or other administrative work, including registration.

Responsibilities:

- Student registration duties including level testing and re-registration are fulfilled according to local procedures and agreed standards.
- Registers are maintained and filed according to TC policy.
- Any projects undertaken meet success criteria agreed with line/project manager. Any in-house materials are produced on GTI compliant software and stored appropriately on the

network drive.

- In-house materials conform to current British Council design and branding standards.
- Copyright laws are fully observed.

Duty 3: Professional development

To develop professionally and to ensure high standards are maintained so that the British Council remains at the forefront of best practice. To support the professional development of other teachers as and when agreed with peers.

Responsibilities:

- All teachers attend scheduled training and orientation days and meetings according to teachers' calendar and TACOS requirements*.
- All teachers maintain an individual plan for personal development which may include observation of others, observation of own lessons, mentoring, reading and research, taking part in conferences, etc.
- All teachers demonstrate improvements in teaching skills over time.
- All teachers carry out requirements of the Performance Management and Professional Development (PMPD) cycle with line managers.
- All teachers support each other's development by, for example, giving constructive feedback to colleagues in support of their professional development after peer observation and by allowing colleagues and other teachers to observe classes when requested.

*Hourly paid teachers agree to attend at least 20 in-service training sessions per contract period / academic year.

Key relationships:

Internal

- Senior teachers
- Customer services staff & managers
- Wider teaching team

External

- Customers/students
- Parents of young learners

Other important features or requirements of the job

(e.g. travel, unsocial/evening hours, restrictions on employment etc)

The teaching centre is a seven-day, multi-centre operation. Flexibility and readiness to meet the changing/needs of the operation is an essential requirement of the job. For example, teaching until 2115 is common, as is teaching in different centres on different days of the same week.

Weekends will be for two consecutive days but those days may vary from term to term. There is currently a "no leave during term time" policy for teachers.

The British Council is committed to safeguarding and promoting the welfare of children and young people and expects all of its partners to share this commitment.

Appointment to this role is subject to Criminal Records Bureau checks in the UK, and, where

appropriate, equivalent systems overseas. This position is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.	
Please specify any passport/visa and/or nationality requirement.	Must be legally entitled to work in Bangladesh
Please indicate if any security or legal checks are required for this role.	ID, local/international police record check, qualification and reference checks are required.

“The British Council believes that all children have potential and that every child matters - everywhere in the world. The British Council affirms the position that all children have the right to be protected from all forms of abuse as set out in article 19, UNCRC, 1989”

“The British Council is committed to a policy of equal opportunity. Our policy aims to ensure that no job applicant or employee receives less favourable treatment on the grounds of gender, age, disability, ethnicity, religion or marital status. We guarantee an interview to disabled candidates who meet the essential criteria”

Person Specification

	Essential	Desirable	Assessment stage
Behaviours	<p>CONNECTING WITH OTHERS</p> <p>I find common ground and build relationships and connections to support British Council goals. I do this by building trust with others, by paying attention to their concerns and needs, and showing that I understand their interests. I achieve understanding and trust in a culturally sensitive way – whatever my role.</p>		Interview
	<p>MAKING IT HAPPEN</p> <p>I deliver excellent results, achieve challenging goals and develop myself and others. I do this by setting clear and demanding objectives to deliver what is required. I stay focused on measurable outcomes, while building longer-term capability. I demonstrate standards of excellence and deliver value for money. I measure progress and adapt plans when necessary.</p>		Interview
Skills and Knowledge	<p>CLASSROOM MANAGEMENT Level 1</p> <p>The ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity and promotes learning and takes into account different needs and abilities of learners and demonstrates an awareness of Equal Opportunities and Diversity issues.</p>		Short listing & Interview
	<p>SUBJECT KNOWLEDGE Level 1</p> <p>This refers to the ability to analyse and describe language systems (lexis, discourse, grammar and phonology) and language use (through spoken and written text) and the ability to communicate this knowledge effectively and in ways appropriate to the learners.</p>		Short listing & Interview
	<p>COURSE AND LESSON PLANNING Level 1</p> <p>The ability to prepare courses and individual lessons that fulfill course objectives, employ appropriate methodology and meet learners' needs. In addition, lessons demonstrate cultural awareness and reflect the diversity of host country and UK.</p>		Short listing & Interview
	<p>UNDERSTANDING YOUR LEARNERS Level 1</p> <p>This refers to the understanding that a teacher demonstrates towards their learners and of the learning process.</p>		Short listing & Interview
	<p>LEARNING TECHNOLOGIES Level 1</p> <p>The ability to integrate Learning technologies into everyday classroom practice to enhance language learning.</p>		Short listing & Interview
	<p>Full mastery of English across all 4 skills equivalent to IELTS Band 8 in each of 4 sections of the academic module.</p>		Short listing & Interview

Experience		At least one of the following (post CELTA): Adult General English 800+ hrs teaching experience Corporate Courses 800+hrs teaching experience Young learner 200+ hrs teaching experience	Short listing
Qualifications	First degree or equivalent CELTA / Trinity TESOL Certificate		Short listing

Submitted by	Jamie Mann	Date	Sep 2017
--------------	------------	------	----------