



Stamford American
INTERNATIONAL SCHOOL

JOB DESCRIPTION

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

Position Title	Teacher (G6-7 Language Acquisition), PCS	Reference: DEC2024PCS
Function/Department	Preparatory Course for Secondary (PCS)	Location: Stamford
Manager Name & Title	PCS Principal	
Position Type	Fixed Term	
Position Status	Full Time	

Position Objective

The Preparatory Course for Secondary (PCS) is an initiative at Stamford for non-native English speakers entering into Grades 6&7 (Ages 11-14); The curriculum is developed by the PCS Curriculum Committee and based on the MYP Criteria. The PCS is offered in 20-week sessions and intends to provide an intensive, immersive, academic English language experience for students. Teachers will be expected to teach targeted English acquisition skills (Grammar, Listening, Reading, Writing, and Speaking).

To engage a diverse student population in the target curriculum standards, recognizing and supporting their individual assets, identities, and needs

To support students' holistic development through a targeted pedagogical and social-emotional approach

To support the Stamford community through communications and responsibilities with a range of stakeholders

Responsibilities

The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom they are responsible, or with whom they come into contact will be to adhered to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, they must report any concerns to the School's Designated Safeguarding Lead or to the Head or indeed to the Cognita Regional Safeguarding Manager so that a referral can be made accordingly to the relevant third party services.

Supporting Student Learning as a Teacher

- Design and teach classes within PCS, incorporating the target standards and the approaches for English language acquisition skills (Grammar, Listening, Reading, Writing, and Speaking) as well as teach the core content subjects of English Language Acquisition.
- Plan inclusive learning opportunities, designing structured and standards-based lessons and units which include a series of clear steps and transitions, activate prior knowledge, and include appropriate scaffolds and extensions to help each student to achieve challenging learning standards
- Create and facilitate learning opportunities which help to ensure that each student develops a sense of agency and makes personal connections with the curriculum
- Use a broad variety of instructional and assessment techniques to support and inspire learning for each student, including the use of learning technologies



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- Implement effective assessment practices through collaborative planning and moderation
- Analyze and apply learnings from student data, such as MAP scores, external assessment data, and classroom assessment data, and collaboration with colleagues
- Providing clear, timely, actionable, and constructive feedback to students throughout the learning process
- Produce academic data, including reports and/or comments, in alignment with the Assessment and Reporting timeline
- Support multilingual learners utilizing research-based methods
- Liaise with the PCS Principal and teaching colleagues to ensure the individual curricula are of a high standard and appropriate for PCS
- Empower students to be responsible and to take action, developing independent learning skills and effective decision-making
- Establish and maintain inclusive learning environments which promote learning and a sense of belonging for each student
- Ensure that learning environments and professional workspaces are safe, well-managed, organized, and neatly presented
- Collaborate and communicate effectively with all stakeholders to effectively serve and support the learning and holistic development of each student, using school processes and platforms to do so as appropriate
- Contribute actively to department collaborative work, including aligned design and planning for shared courses
- Adhere to agreed meeting norms and essential agreements at all times, including showing respect, being prepared, and honoring time
- Ensure the thorough documentation of curricula units and other planning on the digital platform/s and within the timelines communicated by the PCS Principal

Supporting Student Holistic Development as an Advisor

- Serve daily as a pastoral advisor, which involves responsibility for the holistic academic and social-emotional well-being of the advisory students
- Develop strong, positive relationships with students in your Advisory group, creating a supportive and inclusive environment
- Collaborate with the PCS Dean of Students to adapt the Advisory curriculum to meet the needs of the advisory students
- Deliver an impactful advisory curriculum that addresses both the academic and the well-being needs of students and is in alignment with the school's scope and sequence, the CASEL framework, and advisory expectations
- Serve as the primary point of communication for students, parents, and guardians regarding aspects of student progress and concerns
- Address, resolve, and document academic and behavioral concerns, working closely with parents PCS Principal, PCS Dean of Students, and Curriculum Lead
- Produce required documentation, such as log entries, trimester reports, wellbeing platforms, and goal setting, and contribute to documentation systems
- Liaise with various stakeholders within the division to promote student success both academically and personally

Actively Supporting the Stamford Community

- Ensure that students are safe and secure at all times, and abide by the child safeguarding expectations of the school
- Develop trusting and effective positive relationships with students and their parents/guardians
- Establish and sustain supportive, collaborative, and positive working relationships with all other members of staff
- Communicate professionally with all community members



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- Honor the school’s DEI statement and commitment to hold ourselves and each other accountable for creating a community of belonging for all
- Be culturally and linguistically responsive and proactive with all community members
- Serve as a positive representative of Stamford across the whole school and a representative of the school within the wider community and at any off-site school events, such as conferences, tournaments, etc.
- Be flexible and open-minded in seeking solutions to challenges for students, parents, colleagues, and the school
- Understand and implement the expectations and policies established by Cognita and Stamford
- Support and enforce community expectations for students both within and outside of the classroom
- Be consistent in follow-through on expectations and agreed actions at the team, department, divisional, and schoolwide levels
- Participate in professional duties as necessary outside of the scope of the school day (E.G. Field Studies trips, professional development on weekends as needed, and after school meetings as required)
- Attend and actively participate in on-island or overseas Field Studies trips, providing support and guidance to students during these experiences
- Attend to supervision duties at break/lunch and/or other unstructured times in designated locations and times
- Lead an After School Activity, and/or coach Athletics at least once a week either during or after school
- Participate in required Stamford and Cognita training sessions
- Assist in internal sub coverage according to department needs
- Complete any other reasonable duties delegated by the School Management Team

Position Requirements

- Strong Academic Qualifications in EAL, ELL, ESOL, ESL or Language Acquisition
- At least 3 years of teaching experience in upper primary or secondary school level
- At least 3 years of relevant program (IBMYP/IBDP/AP/BTEC) experience preferred
- Highly developed interpersonal and teamwork skills
- Excellent verbal and written English skills
- Excellent references on request
- Proficiency in using school systems and databases, communications platforms, and educational technology

Candidate preferences

- Capacity to demonstrate a commitment to the “intensive” nature of the PCS
- Experience with a personalized learning approach
- Curriculum development experience preferred
- Experience in International School environment/s
- Multilingual candidates preferred (English-Fluent): Mandarin, Korean, or Japanese

Qualifications

- Minimum Bachelor’s degree in Education or equivalent is required
- Professional current teacher licensure or certification is required
- Master’s degree in a relevant field preferred
- TESOL qualifications or the equivalent



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- Other Stamford Teaching and Non-Teaching Staff
- Parents, Guardians and Students
- PTA (Parent Teacher Association)

Working Conditions

- Working hours 8:00am to 4:30pm, Monday to Friday, (until 5:00 pm on Wednesdays), plus occasional staff meetings and trainings beyond these hours
- Professional duties as necessary outside of the scope of the school day (E.G. Field Studies trips, professional development on weekends as needed, and after school meetings as required)
- Non-student days for professional learning and collaborative work are an expected part of the school calendar (please refer to the website to see the school calendar)

Terms of Employment

- Medical Benefits: Medical insurance provided where applicable
- Sick Leave/Hosp: 14 days sick leave and 60 days hospitalization leave
- Probation Period: 3 months from date of commencement
- Pre-medical exam: Required
- Referee request: Required
- Background Check: Required

Stamford American International School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Pre-employment background checks are mandatory and appointments are strictly subject to confirmation that all reference and background checks are completed to the satisfaction of Cognita, Stamford's parent organization.

We are an equal opportunity employer and disallow discrimination of age, ethnic origin, nationality, gender, religion, sexual orientation, family status, pregnancy, marital status, medical or mental health history, physical characteristics or disability. We welcome applications from all qualified candidates.

Please note that only shortlisted candidates will be notified.