



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 (Physical & Health Education), Middle School	Reference: FEB2025MSPHE
Function/Department	Middle School – PHE Department	Location: Stamford Woodleigh
Manager Name & Title	Principal, Middle School	
Position Type	Fixed Term	
Position Status	Full Time	

Position Objective

The role of the PE Teacher is essentially to build and maintain a successful Physical Education program within the school by providing an educational atmosphere conducive to learning and developing through the process of inquiry and in conjunction with the International Baccalaureate MYP program.

Responsibilities

The job holder’s responsibility for promoting and safeguarding the welfare of children and young person’s for whom the individual is responsible, or with whom the individual comes 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, the individual 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.

Teaching:

- To teach Middle School Physical and Health Education (PHE) classes (Grades 6-8)
- To possibly work with students who are on a learning accommodation plan and/or require an additional support teacher in class
- To work with and differentiate for EAL mainstream students
- To have a knowledge of and demonstrate the MYP concepts, contexts, and inquiry-based learning that is balanced with specific skills of ‘how to learn’ (ATLs) – leading learning towards the IB vision and the aims of Individuals & Societies
- To use and refer to the Shape standards in the curriculum and in teaching and learning
- To actively plan and collaborate with specialist teachers (Librarian, Ed. Tech. Coach, EAL and Student Support teachers) to enrich curriculum and student learning
- To differentiate and target learning to students’ needs and aptitude levels
- To be culturally and linguistically responsive and proactive
- To use a variety of feedback methods to help inform students on how to improve their learning



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Relationships:

- To develop trusting and effective relationships with all students and parents of your classes
- To establish supportive, collaborative, and positive working relationships with all staff members
- To work in a collegial and professional manner with peers that demonstrates respect, being prepared and on time, and adhering to the school wide meeting norms and team essential agreements
- To become a positive presence across the whole school and a representative of it within its wider community

Educational role:

- To develop and execute the preparation, planning and delivery of child-centered learning activities
- To be a pastoral advisor to a group of students, being responsible for the holistic academic and social-emotional well-being of these students
- To build pedagogical practices around understanding the EAL learner, the importance of differentiation, and the essential aspects of peer observation and feedback
- To establish effective home/school communication
- To participate fully in appropriate training in the various programs and initiatives at Stamford
- To demonstrate a willingness to analyze data such as MAP scores that inform teaching and learning
- To utilize the MYP “Approaches to Learning” (ATLs) expectations per the International Baccalaureate
- To develop a practice that accommodates a range of ability levels and learning styles

As an advisor:

- Develop strong, positive relationships with students in your Advisory.
- Liaise with Heads of Grade to help develop the Advisory curriculum in accordance with the scope and sequence, the CASEL framework and the expectations of academic labs.
- Deliver the impactful advisory curriculum that addresses student academic and wellbeing needs.
- Be the first point of communication for students, parents and teachers
- Follow up on Level 1 student behaviors and academic concerns
- Addressing behavior and academic concerns in liaison with parents and the Heads of Grade.
- Monitor both the well-being and the academic progress of the whole child and implement and/or support the implementation of behavioral and academic interventions
- Liaising with other stakeholders within the division to support student academic success and wellbeing.
- Attend, participate and support students in Field Studies.
- Design and create your Advisory page in the divisional yearbook.
- Supporting incoming new students throughout the year

Extended professional role:

- To understand and implement the expectations and policies established by Cognita and Stamford.
- To 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)
- To supervise duties at break/lunch and/or other unstructured times
- To lead/coach an after school CCA (co-curricular activity) from 3:50-4:30pm once a week
- To abide by the child safeguarding expectations of the school
- To assist in internal sub coverage according to department needs
- To provide any other reasonable duties delegated by the School Management Team



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Parents:

- To coordinate parent meetings (organize translations if need be) and review student progress
- To coordinate efforts of parents to assist with classroom volunteering duties or on excursions

Position Requirements

- At least 3-5 years of experience in working with children as a grade teacher with relevant qualifications
- MYP/IB experience preferred
- Curriculum development knowledge is required
- Advisory/Pastoral experience preferred
- Possess highly developed interpersonal and teamwork skill
- Excellent verbal and written English skills
- Good references on request
- Proficiency in using school databases, communications platforms, and educational technology

Qualifications

- Minimum Bachelor's degree in Education or equivalent is required
- Professional current teacher licensure or certification is required
- Master's degree in relevant field preferred

Contacts

- Other Stamford Teaching and Non-Teaching Staff
- Parents and Students
- PTA

Working Conditions

- Working hours 8am to 4:30pm, Monday to Friday, (until 5:00 pm on one day per week), plus occasional staff meetings and trainings
- School holidays are paid and free except staff days and training days (please refer to the website to see the school calendar with school holiday dates)

Terms of Employment

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

SAIS 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, SAIS' holding organization.



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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. We regret that only shortlisted candidates will be notified.