DBS

CANDIDATE INFORMATION PACK

Teacher of Mathematics

JOB DESCRIPTION

Teacher of Mathematics

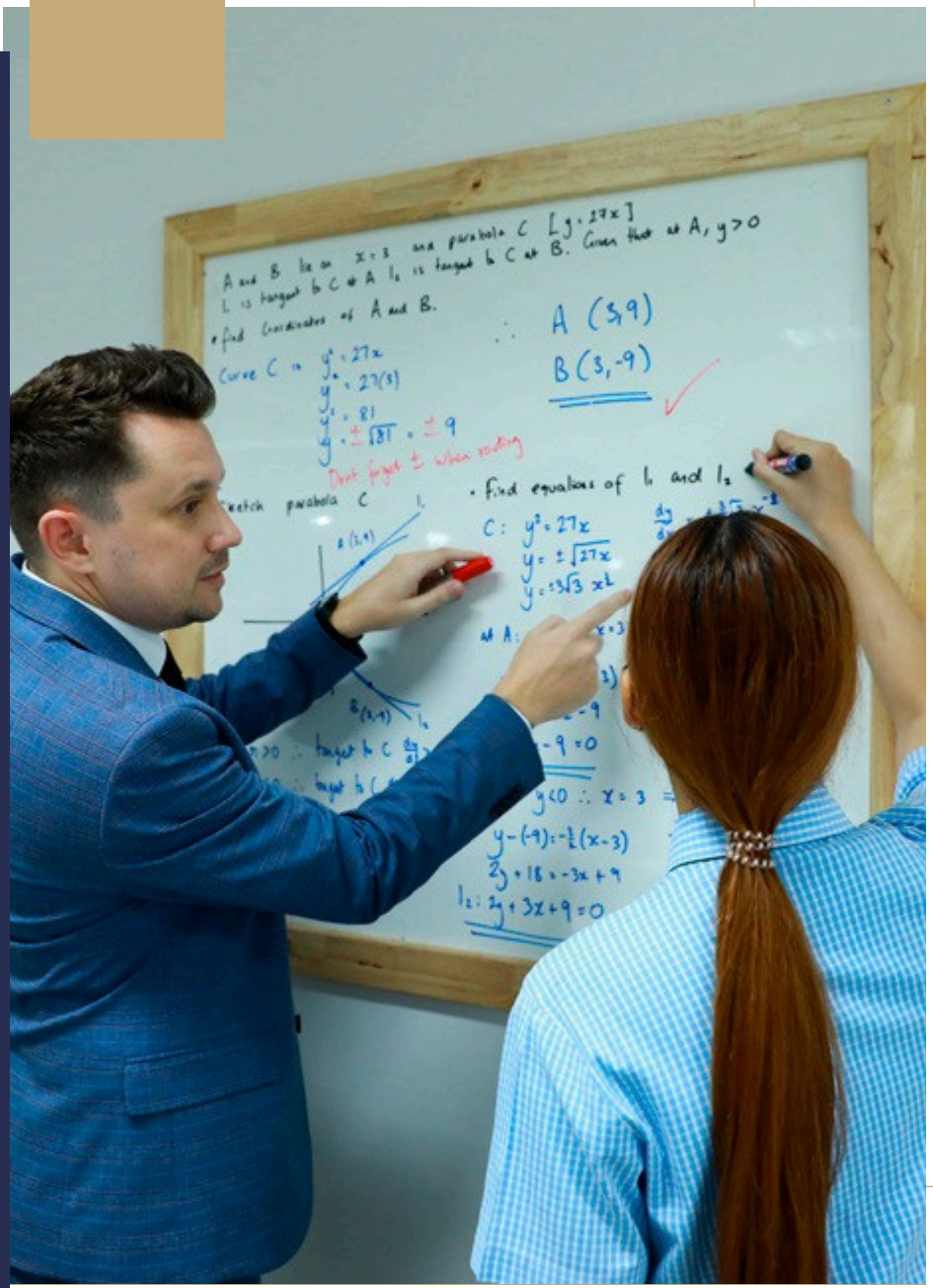
The Role

The Teacher of Mathematics is responsible and accountable for securing the highest standards of achievement for the students they teach in the subject. This is achieved through the effective monitoring, evaluation and review of students' progress in learning and teaching outcomes, together with the setting of appropriate targets for improvement.

At DBS, students are set by ability from Year 7. More able students sit the Edexcel IGCSE Mathematics examination early, in Year 10, followed by AQA IGCSE Further Mathematics in Year 11. All other students sit Edexcel IGCSE Mathematics in Year 11. From Year 12, students may choose either the Mathematics or Further Mathematics pathway, depending on their ability. Students sit Edexcel A-level Mathematics examinations.

The Teacher of Mathematics must fully support the core values of DBS and understand how academic study, pastoral care and co-curricular activities contribute equally to school life. The post holder will report to the Head of Mathematics & Computing. For the right candidate, a leadership position within the faculty may be available.





KEY RESPONSIBILITIES

School Values and Ethos

- To actively promote the DBS Vision through enthusiastic participation in all areas of School life.
- To foster an inclusive environment that respects, celebrates and embraces diversity across all aspects of the School community.
- To share and support the School's commitment to providing an all-round, outstanding education for all students.
- To set high expectations that inspire, motivate and challenge students.
- To have the highest aspirations for students' development and achievements, both in and out of the classroom.
- To offer excellent pastoral care to all students.
- To respect and support Thai culture.

Safeguarding Responsibilities

- To uphold the highest standards of safeguarding and consistently promote the safety and well-being of all students in line with the School's Child Protection and Safeguarding Policy.
- To remain vigilant for signs of abuse or harm and follow all School procedures for reporting concerns about students or adults without delay.
- To embed safeguarding in daily practice, including classroom interactions, co-curricular activities, off-site visits and digital environments.
- To complete all required safeguarding and child protection training, including regular refresher training, and remain informed of policy updates and expectations.
- To support a culture of openness, fairness, trust and respect in which all students feel safe, heard and valued.
- To share responsibility for safeguarding by working proactively with colleagues, Designated Safeguarding Leads and relevant external agencies, where appropriate.











Curriculum

- To deliver a broad, balanced and effective curriculum.
- To facilitate and encourage high-quality learning that gives students the opportunity to achieve their full potential.
- To deliver well-planned, engaging and creative lessons that meet the needs of all students.
- To differentiate appropriately, using approaches that enable every student to access the learning and make excellent progress.
- To demonstrate excellent subject knowledge in all relevant areas.
- To set students challenging learning and development goals, and use a range of strategies, resources and technologies to support them in achieving these goals.
- To follow School procedures for assessing, recording and reporting students' achievements, and use this information effectively in report writing and record keeping.
- To provide students with regular written and oral feedback, and encourage them to reflect on and respond to it.
- To participate fully in the Denla British School co-curricular and school activity programme.

Policies, Procedures and Parents

- To follow and implement School policies and procedures in and out of the classroom.
- To provide a safe, purposeful and well-managed learning environment.
- To prepare assemblies and talks as appropriate.
- To value the home-school partnership and work closely with colleagues to establish and maintain positive relationships with parents.
- To report to parents on students' development, progress and attainment in line with relevant School and departmental policies.

Professional Standards

- To attend assemblies, departmental meetings, parents' evenings, School functions, residential trips and other staff meetings as appropriate.
- To undertake supervisory duties during the school day.
- To recognise the importance of being an exemplary role model to all students.
- To maintain high standards of professional behaviour in accordance with the School ethos, including punctuality and personal presentation.
- To take personal responsibility for evaluating and reflecting on teaching in order to continually develop and improve practice.
- To maintain professional and productive relationships with colleagues.

Commitment to Professional Development

- To take personal responsibility for improving practice and support a culture of shared professional growth across departments and year groups.
- To engage actively in ongoing professional development and demonstrate a commitment to reflective practice and continuous improvement.
- To make full use of in-school training opportunities and contribute to the professional learning culture through collaboration, coaching or sharing good practice with colleagues.
- To participate in professional learning aligned with School priorities, student needs and personal development goals, including safeguarding, well-being and intercultural understanding.
- To stay informed about current educational research, developments in teaching and learning, and subject-specific developments, and apply them where appropriate in line with School priorities.
- To seek and respond to feedback professionally, using it to improve teaching and student outcomes.

Contribution to School Improvement, Innovation and Use of Technology

- To contribute actively to the School's strategic goals and improvement priorities, including those linked to accreditation.
- To participate in projects that develop practice and enhance learning, well-being or global citizenship across the School.
- To bring creativity and evidence-informed practice to initiatives that improve student outcomes, teaching effectiveness or community engagement.
- To work with colleagues on project teams, curriculum reviews and evidence-informed professional learning that supports the School's future development.
- To integrate technology meaningfully into teaching and learning to enhance engagement, creativity and personalised learning.
- To model and promote the ethical, responsible and safe use of digital tools among students, in line with the School's digital citizenship framework.
- To stay informed about developments in educational technology and incorporate relevant innovations that support high-quality learning.
- To use digital tools effectively for assessment, communication, collaboration and resource creation.
- To support the development of students' digital literacy and critical thinking skills, preparing them for life in a connected and rapidly evolving world.

Person Specification
(E is Essential; D is Desired)

Qualifications

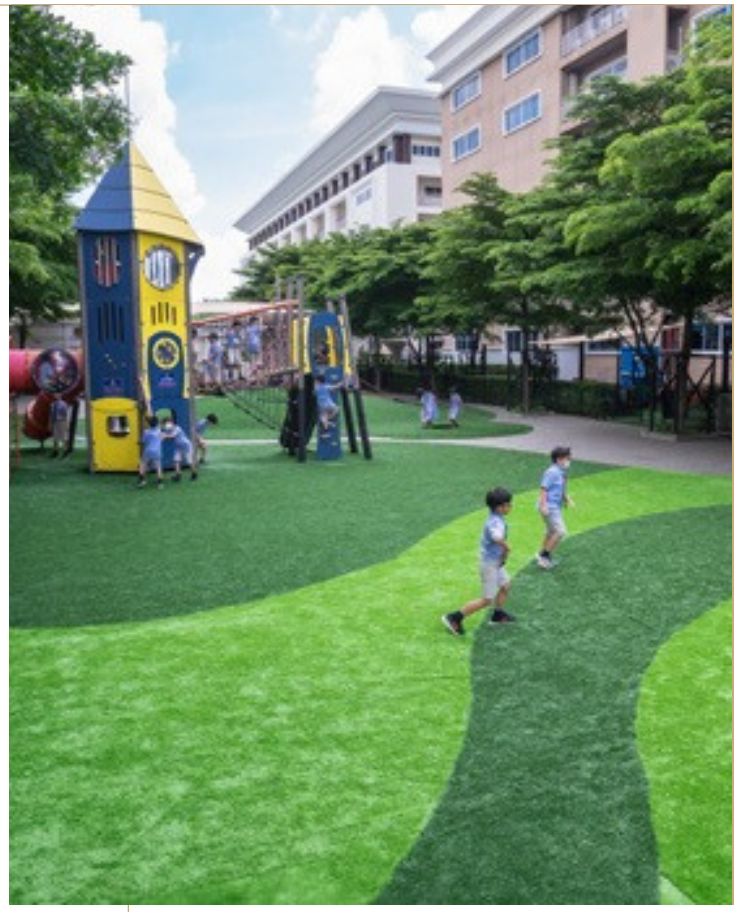
- Bachelor Degree related to Mathematics. (E)
- Postgraduate Certificate of Education (or equivalent). (E)
- Qualified Teacher Status. (D)

Skills and Experience

- A minimum of two years relevant teaching experience. (D)
- Experience of preparing students for GCSE/IGCSE Mathematics examinations. (E)
- Experience of preparing students for the A level Mathematics examinations. (E)
- Experience of working with children who have English as a Second Language. (D)
- Excellent working knowledge of the National Curriculum for England. (D)
- A high level of subject knowledge. (E)
- An understanding of how Digital Technologies can be used to enhance the curriculum. (D)
- A strong academic background, stature and experience that will command the respect of students, parents, colleagues and the wider community. (E)
- An understanding of the demands of a UK independent day school environment. (D)
- A commitment to academic progress and the welfare and safeguarding of students. (E)
- Experience of curriculum development in the subject. (D)
- Knowledge and understanding of recent educational developments and best practice. (E)

Personal Qualities

- Ability to stretch the most able students, whilst also ensuring the curriculum is accessible to all. (E)
- Ability to inspire children with a love of learning. (E)
- An understanding of the needs, challenges and opportunities of an international school community. (E)
- Strong personal-relations and team-working skills. (E)
- Ability to use ICT to enhance learning. (E)
- Energy, charisma and dynamism with the vision and drive to create productive learning environments and excellent outcomes for all children. (E)
- Ability to work with and apply all school policies. (E)
- Rigorous can-do attitude, positive team player with a sense of humour. (E)
- Be willing to work hard and with enthusiasm, avoiding a ‘nine-to-five’ approach. (E)



REMUNERATION

The successful candidate will receive excellent salary and benefits commensurate with their experience.
This will include:

- Competitive salary.
- On-site accommodation (if recruited from overseas) for first year of contract at least. Option to move off-site and receive housing allowance from the second year.
- Start and end of contract flights (for dependent spouse and children too).
- Annual flight allowance (for dependent spouse and children too).
- Medical insurance (for dependent spouse and children too).
- 100% Tuition fees contribution for up to two children (50% for subsequent children).
- An end of contract gratuity.



APPLICATION PROCESS

Please apply through through the school's **TeachApply Portal.**

If you have any additional questions about the role then please contact:
Pattarawan Ruenroeng, Headmaster's PA at pattarawan.r@dbsbangkok.ac.th




DENLA BRITISH SCHOOL


DBS
Always to Greater Things