



**Canadian School of Milan**  
Educate for today. Inspire for tomorrow.

## Geography and Environmental Systems and Societies Teacher Job Description

Grade level/s: MYP and DP (Middle and High School)  
Reports to: Head of Individuals and Societies/Head of Upper School

We seek a well-qualified and dedicated **Geography and ESS Teacher**, confident in teaching IB Diploma (High School level) and MYP (Middle School level) students, to join our exciting Individuals and Societies Department. Experience of the IB curriculum is an advantage, as would the ability to offer a second subject.

Applicants must agree to undergo child protection screening. This will include checks with previous employers as well as criminal records checks.

### Professional Qualifications and Qualities:

- Bachelor's degree or equivalent
- A teaching qualification (UK PGCE, Bachelor of Education, QTS) recognized in Canada, UK or USA
- A minimum of two years recent and relevant experience in a comparable school environment
- Knowledge of the IB programmes
- Previous experience working with students for whom English is not a first language
- English Mother tongue or outstanding communication skills in English, both oral and written
- Strong communication and presentation skills
- Excellent interpersonal and organisational skills
- IT competence and experience as well as the ability to acquire knowledge of the school database and other teaching applications, such as Google Apps for Education, will be required;
- Able to demonstrate flexibility, reliability and initiative both individually and as a team member in support of school activities both within and outside of the classroom
- Adaptability and flexibility
- Strong work ethic
- Demonstrate authentic engagement with own growth and development as a teacher and contribute to that of colleagues

### Planning, Teaching, and Assessment Responsibilities

- Teach across a range of ages and abilities, in both the IB Middle Years Programme (Grades 6- 10) and the IB Diploma Programme (Grades 11-12)
- Identify and adopt the most effective active, creative teaching approaches for all students in line with current best practice and the ethos of our school
- Contribute to the development of curriculum (the production and ongoing review of units and/or schemes of work), ensuring both diversity and inclusivity are incorporated to student learning experiences
- Work with other members of the Faculty to apply consistent standards in the following: curriculum planning and delivery; formative and summative assessment through classwork, homework, and formal examination; standardisation and moderation
- Identify and teach study skills/strategies that will develop students' ability to work independently
- Set, communicate, and assess homework/formative work regularly in line with school and department policy

- Effectively teach classes, as allocated, to a mixed-ability class (or classes), drawn from a wide range of cultural and educational backgrounds, including students for whom English may not be their first language
- Adopt strategies and monitor teaching and learning activities to support individuals with Learning Support or EAL needs
- Seek ways to take learning outside the classroom; identify opportunities and take advantage of resources to contextualize learning locally, regionally, and/or globally
- Monitor, assess and report on learners' work and progress, in accordance with 's policy and procedures on assessment and reporting
- Demonstrate and pursue excellence in teaching and best practices in education, including teaching and learning in a 'Bring your own Device' environment
- Keep professionally current on developments in the field of education, through reading and participating in in-service courses and workshops

## Duties and Responsibilities

- Model and promote the IB learner profile
- Actively contribute to the **Individuals and Societies Department** to enhance student learning opportunities for all students
- Play an active role in all aspects of the safeguarding of students, focusing on their social and emotional development. To include but not limited to:
  - carrying out attendance, according to school policy
  - handling all communication between students, staff and parents in a professional manner
  - supporting students with the development of organizational skills and study skills
  - carrying out academic monitoring, such as checking diaries, the completion of homework etc.
  - upholding the expectations outlined in the Student Code of Conduct and Dress Code
- Be fully aware of both the school's and Science laboratory health and safety policies, ensuring that departmental health and safety requirements is followed at all times
- Attend staff meetings, planning and prep days, and participate in group committee work as required
- Abide by school decisions and policies which will be evolving from time to time
- Fulfil the Teachers Code of Conduct as outlined by CSM's Staff Handbook
- Be actively involved in school-related activities, such as concerts, sports events, graduation, etc. some of which may take place outside of the school day
- Create a stimulating learning environment, including displays of student work
- Carry out supervision duties on a rota basis
- Supervise students for the MYP Personal Project and/or Extended Essay, as required
- Provide relevant information about student or parental concerns or conflicts to the appropriate line manager
- Expect to contribute to the holistic life of the school through their involvement in our Extra-Curricular programme
- Expect to be a Homeroom teacher should that be required by the School
- Carry out additional activities, as requested, in line with the general expectations of this job description.